THE SPECTATOR

VOL. XI, NUMBER 2 HAMILTON COLLEGE, CLINTON, NEW YORK SEPTEMBER 19, 1980

Former Ambassador

Sullivan on Iran

by Lou DiCerbo

William Sullivan, the last American Ambassador to Iran, before diplomatic relation were cut off, captivated a large crowd in the Hamilton College Chapel Tuesday night with his eyewitness description of the Iranian Revolution and his insights into the hostage crisis.

Sullivan, now President of the American Assembly, a public policy study-group affiliated with Columbia University, has gained recent media attention because of his disagreements with the Carter administration. Carter's foreign policy is "inconsistent," he stated. In a pre-lecture press conference, the former Ambassador made clear his opinions of National Security Advisor Brezhinski. "My own proposals," he said, "had a more cogent basis."

Sullivan feels that former Secretary of State Cyrus Vance was the only administration official to hold a "consistant view of foreign policy." As he sees it, American foreign policy has been "zigging and zagging."

"There is no effective government in Iran," he remarked. "The Ayatollah speaks as a spiritual leader. . .Bani Sadr speaks as a constitutional chief executive whose powers haven't been defined yet. . .The group holding the hostages are holding them for their own political leverage," said the Ambassador.

Because of the unsuccessful rescue attempt, Sullivan holds that the Admistration has already "consumed" its possible military options for the Iranian crisis. He said, "Never rule out the use of diplomacy." The risks for another military venture would be "considerable," he commented, adding that "the hostages are almost all good personal friends of mine."

Sullivan ended the press conference by saying that "it would be in our national interest to see that the integrity of Iran be preserved.

Most of Sullivan's lecture was devoted to an outline of Iranian history from ancient times to the present. He believes that today's occurances have their roots in the Iranian national character, which has taken shape over the centuries.

Despite gaining and losing an empire and being conquered repeatedly, the Persians, who eventually became the Iranians, he felt maintained their national identity. The Persians, he claimed, became opportunistic and "adept at disassociating themselves from one power when its forces were waning and attachiang themselves to another."

In the 19th century, Sullivan stated, Russia and Britain competed for control over Persia, and eventually divided the country between themselves. The colonial powers engaged tribal laders to advance their goals. The Persian people con-

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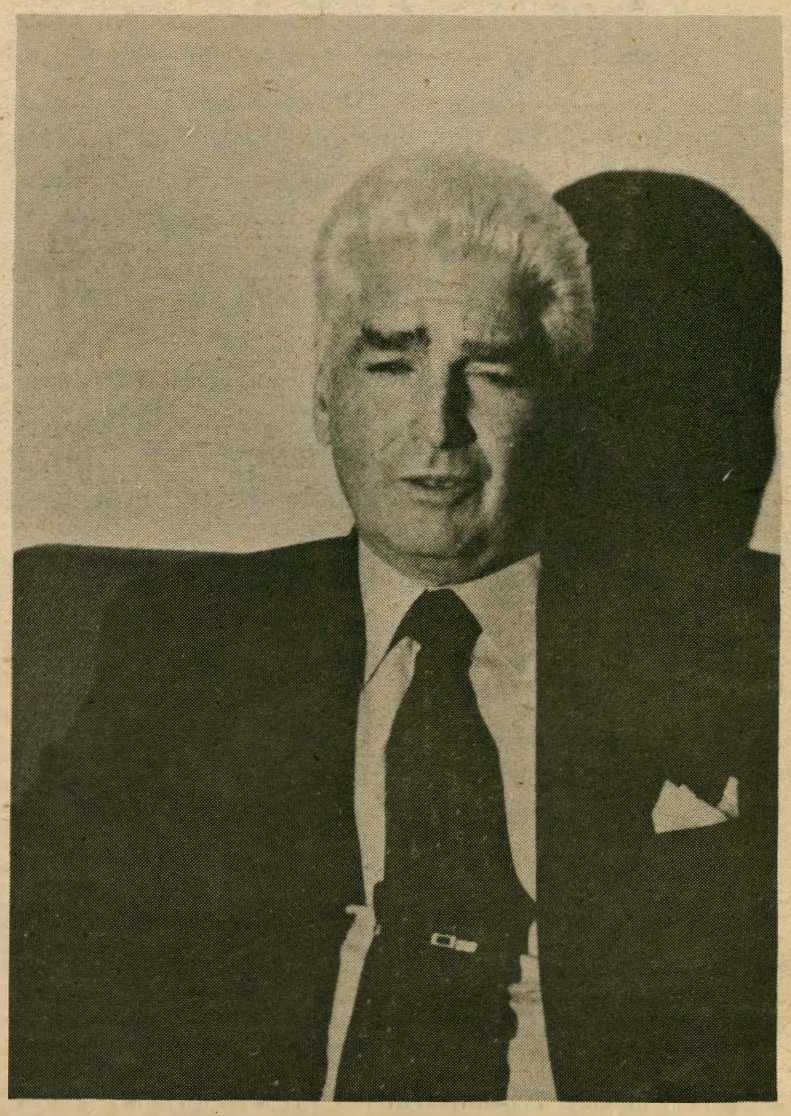


Sullivan speaking at press conference

Adler Looms

by John Meyer

The 1980 Adler conference convenes next weekend, Sept. 26 and 27, on the Hamilton campus and its immediate vicinity, "to provide a medium for free and clear thinking" regarding various aspects of college life, according to Chairman Gary Rejebian.

This marks Adler's second year on campus, having been transfered as a cost-cutting measure from its original location in the Adirondacks.

The conference consists of 40 members of the faculty, administration and staff and about 40 students. Rejebian notes that response to the conference has been good this year, adding, "the general idea of the conference is participation and getting people involved." He hopes that all students who applied to the conference can be accomodated. As the conference is also something of a planning session for the following year, he adds that he is particularly interested in getting sophomores involved in it.

Among the chief concerns of the conference will be social gathering places on campus, primarily the "Hub vs. Pub" issue. The question of the adequacy of the present facilities and the consideration of possible alternatives will come under lengthy discussion by the Adler participants. Other topics of discussionwill include possible alterations in curriculum and course offerings, such as expanding the number of options available during Winter Term. Changes in housing options, including a proposal regarding the creation of "interest housing," which allows groups of students with common interests to live in specially designated areas, will also be proposed.

Portions of a preliminary report by the Middle States Association regarding Hamilton's accreditation may be made availible to the Adler committee and conference. The sections would be those dealing with student life and athletics. The ability to discuss and act on this report would be "a major boon to the conference," comments Rejebian.

The conference will have a slightly different format from that of past years. Several speakers will provide the entire conference with background information on admissions, the curriculum, and student life. Rejebian feels that the information will benefit the conference by establishing a solid base for discussion among the participants. "Discussions have sometimes degenerated due to inadequate information," he states, "and we want to avoid such situations." The end result, he feels, will be better-informed participation and recommendations.

Adler has been criticized in past years as being ineffectual, resulting in few actual of substantial changes in campus life. Rejebian acknowleges this criticism, but points out that it is difficult for a group with no legislative powers to accomplish things quickly and easily. Its value, he feels, lies in the fact that it is "a conference where students have a voice," and that if people truly want to get things accomplished, they will. Says Rejebian: "The conference depends on students taking the initiative, and if some say that it 'gets nothing done,' then that's a reflection on how much they want to accomplish."

Carcinogeous Ceilings

by Mark DuMont and Randy Moss

The known carcinogen asbestos constitues 10-15% of ceiling tiles in Kirkland, North and Dunham dormatories, according to a sample analysis performed in January 1980 by the Physical Plant.

"Exposure to asbestos fibers can cause debilitating or fatal diseases. Epidermiological studies of asbestos workers have shown that exposure to asbestos increases the risk of developing lung cancer, cancer of the lining of the lung and abdomen, and chronic lung disease," reports a pamphlet on asbestos published by the Environmental Protection Agency (EPA).

In January 1980, former Physical Plant Director Arthur Jewett had a sample of ceiling material from Kirkland Hall analyzed. The results of that analysis show a 10-15% asbestos content in the ceilings. More recently, insurance representatives from one of the College's insurance companies took ceiling samples from Kirkland, North and Dunham dormatories. The samples were sent to G.C.A. Corporation for analysis.

"When the results of the analysis are published, we will then recommend certain actions be taken to minimize the hazard if the test results are, in fact, considered and/or proven to be a health hazard to our students," said present Physical Plant Director Charles Donahue in a statement issued in July.

The EPA believes that any exposure to asbestos involves some increase of risk.

"No safe level of exposure or threshold level has ever been established. It is impossible to estimate confidently the exact degree of risk associated with low-level exposure," states the EPA pamphlet.

Asbestos has about 3,000 uses. It is often used as an insulating and fireproofing material. However, not all asbestos products cause exposure problems. Only those products which can be crumbled in the hand are of concern. In such materials, pressure or vibration can cause a release of inhalable fibers.

One freshman living in Kirkland Hall said that she would have probably asked to live somehwere else if she had known that there was asbestos in the ceilings.

"One girl called the Physical Plant to have her ceiling painted because it was coming down so badly," the freshman said.

The student who had her ceiling painted was particularly sensitive to debris from the ceiling due to allergies, but said that she "couldn't sleep at night" thinking about the asbestos.

"One night we were sitting in our room having some wine and the stuff was falling in our food," complained a Kirkland resident.

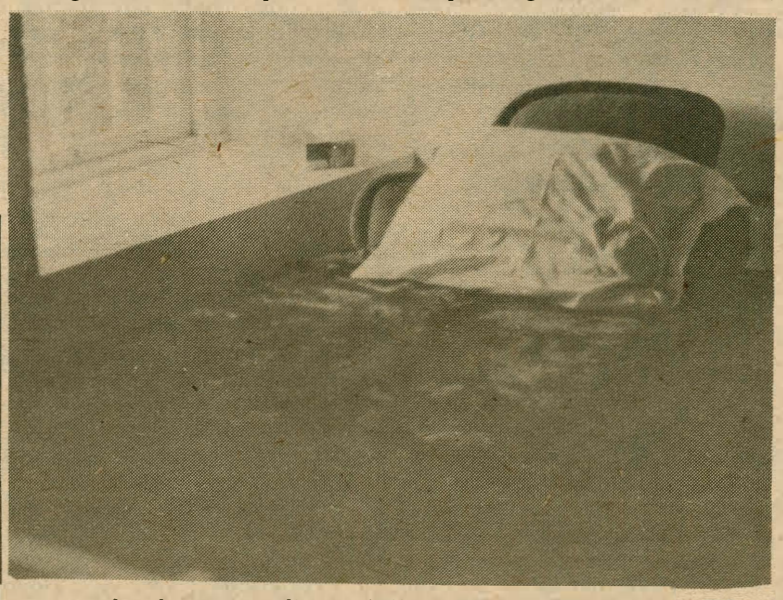
However, not all residents of Kirkland shared the same sentiments.

"I don't think I probably would have changed my mind," said freshman Joe Ricci when asked if he would have lived somewhere else if he had known about the asbestos prior to moving into Kirkland.

"I would have to be convinced that it's really that dangerous," Ricci said.

Unfortunately, people who have been affected by asbestos will not experience the symptoms of asbestos-related disease for 15 to 35 years, according to the EPA. this period between exposure and symptom is known as the latency period, and varies depending on the amount and duration of exposure.

However, hazardous or not, the residents of Kirkland, North, and Dunham dormatories will continue to inhale asbestos for at least the immediate future.



parts of asbestos ceilings fallen on bed in North

Hub Closed

As of Monday, September 22, the Pub will be relocated in Bundy Dining Hall from 9 pm to 1 am every night until October Break while the Hub is closed for renovations.

Editorials

Open Elections

Next week, the student body will be voting on a new resolution for the Judiciary Board Constitution. The new amendment states that the J-Board Chairperson must have served on the J-Board prior to his/her election as chairperson. The intent of this amendment is to ensure experience in the candidates running for the chair of the J-Board.

However, this proposed amendment will also have the effect of severely limiting the number of students eligible to run for the position. This, unfortunately, is why the amendment must be voted down by the student body.

The proposal would deny students their right to run for the office and would force the student body to vote for a very limited number of people. Following close upon the heels of the election of chairperson Thomas Canova, who had no previous J-Board experience, this proposed amendment serves only to question his legitimacy and ability to hold office. Canova proved by more than a 2 to 1 margin that he was the overwhelming favorite of the student body. This proposed amendment would not have permitted the students to elect their candidate.

As Sir Winston Churchill once said, "It has been said that Democracy is the worst form of government except all those other forms that have been tried from time to time."

Counted Out

It's a simple case of addition and subtraction. The space formerly occupied by the Pub is now being used as school storage space. The Hub is being redesigned to also include the Pub. The math is easy: former student activity space minus Pub equals present student activity space. The implications are just as obvious: less overall space is being allocated to students.

it just doesn't add up.

THE SPECTATOR

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LETTERS TO THE EDITOR

Amendment Threatens

TO THE EDITOR:

As Chairman of this year's Judiciary Board, I am very concerned about the proposed amendment to our Student Constitution dealing with this position. It states that anyone running for chairperson must have already served on the J. Board. At first glance, this almost sounds reasonable. However, it is far from reasonable. This amendment threatens the right of any student concerned enough with the social atmosphere on the Hill to run for the position of J. Board chairperson if he or she has not already served on the Board. The privilege of running for this position, under the proposed amendment, will be taken away from approximately 1590 students and given to only nine. This proposed amendment must be passed by three-quarters of the student body in order to become "law," and a vote will come soon. If passed, ultimate judicial power will be concentrated in the hands of a few, namely those already on the Board. This is not to imply that existing J. Board members would not make excellent chairpersons. But rather, this privilege should extend to anyone who wished the position, as has been the case for as long as our J. Board has existed. The proposed amendment would essentially make the J. Board less acessible to the student body and less adaptable to a changing social environment. This is not what we should want at Hamilton.

The original amendment, proposed to the Student Assembly last year by our last J. Board chairman, was even worse. It stated that not only must those running for the chairperson position have served on the Board, but also that the Board alone will actually elect a member to that position. This would have eliminated the campus-wide election of the J. Board chairperson, thus eliminating direct student participation of any kind in the entire process. It is no wonder that an intelligent Student Assembly last year at least revised the amendment to read as it now does. However, why would we want to limit, any further, student participation in the politics of our own school? Why would we want to make our J. Board less accessible to any student concerned enough to take the reigns of our judiciary system? Finally, why would we want to take more political leverage away from the mass of our student population and give it to but a few? I believe we do not. Some say that the reason is experience. However, this has never been a factor before and should not become one now. This, in fact, is too high a price to pay for that which has never before been an issue. I have come to this year's Judiciary Board without any J. Board experience, yet I, like most of us at Hamilton, have a sense of justice, equity, and ethics. These have always and should always be the criteria for this position, not experience. The position of J. Board chairperson is a demanding one, but not one that cannot be handled responsibly and efficiently by ANY concerned Hamilton student, previous experience notwithstanding.

The proposed amendment to our Constitution concerning this position is unnecessary and detrimental to the way in which we students govern ourselves at Hamilton. It should be answered with a resounding "NO!" What is truly necessary for a J. Board chairperson is not previous experience, but rather a sense of justice, which many students at Hamilton have, not just nine.

THOMAS CANOVA
JUDICIARY BOARD CHAIRMAN

Suicide?

TO THE EDITOR:

If you stop printing Doonesbury, I will kill myself.

ANONYMOUS

Abuse on Campus

TO THE EDITOR:

We are writing to express our deep concern about alleged episodes of sexual and physical abuse on campus. The secrecy and intimidation that accompany this problem not only make individual recourse difficult but, more seriously, aggravate the emotional injury already suffered by Hamilton students. Students who have been abused may believe that they cannot obtain support and redress without jeopardizing their continued welfare. In addition, men and women who are aware of such incidents may be confused about how to air their concern. Students are perhaps hesitant to discuss such personal matters with a professor or administrator; however, it is only through the involvement of all constituencies at Hamilton that we can begin to deal with a problem that affects all of us. We encourage any woman or man who is concerned about this problem to talk with one of us, either for support or for exploration of possible further action. We assure you that confidentiality will be respected and stricly maintained.

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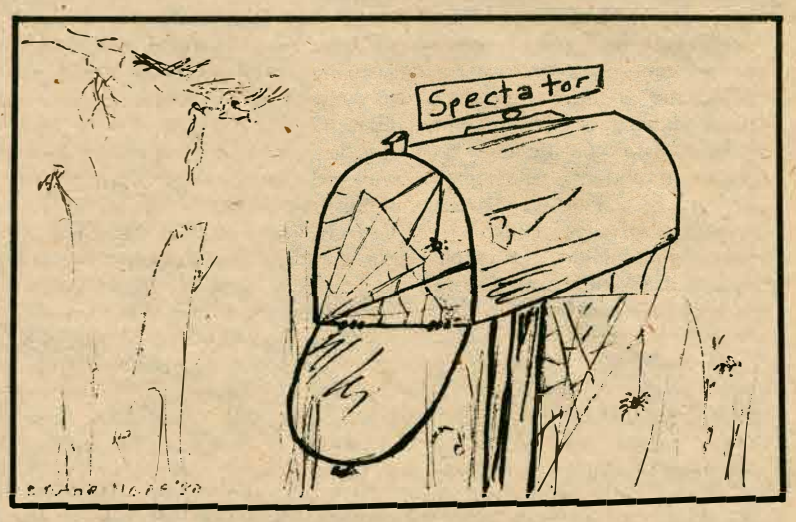
Correction

TO THE EDITOR:

I am writing in reference to the article entitled "False Alarm" in *The Spectator*'s first issue. Although the article is accurate, there is one misquotation that I found. The Women's Center does not intend to start a rape crisis center. Unfortunately, we have neither the staffing nor the resources to undertake this project. However, we are establishing a liason between interested students and faculty and the rape crisis center in Utica.

BETH BAKER
COORDINATOR
WOMEN'S CENTER



Items submitted for print must be received by Wednesday afternoon, in order to appear in Friday's edition. All news stories, announcements, criticisms and compliments from the Community are encouraged.

The Spectator welcomes all letters to the editor. Letters should be received by Wednesday noon, signed, typewritten, double-spaced, and not to exceed 300 words. We attempt to print all letters, but reserve the right to edit for length and libelous content.

Bill Jacobson — Guest Spot

Survivors

Survivors of a disaster or an unusually difficult experience often carry with them a sense of superiority. This sense of superiority is a result of the feeling that only those who have shared an experience really "understand." Those who have not shared the experience have no right to comment on it. All such comments pierce the skin of a survivor.

During the Winter and Spring of 1980 I lived and studied in Moscow, USSR. Life in Moscow was neither a disaster nor an unusually difficult experience — for most of my stay, that is. There was, however, a lowpoint which was shared by many others.

My lowpoint came in April. I had been in the Soviet Union for about three months, and — to put it mildly — I was fed up. I was fed up with the lines for food, the pushing in the overcrowded buses, the old ladies who elbowed me during the rush-hour metro crunch. I was fed up with waiters who didn't want to take my order, with mail that arrived opened, with steel teeth. Most of all, I was fed up with the constant, ubiquitous, endless barrage of anti-American, anti-Western propaganda.

My lowpoint came about quite unexpectedly. I woke up at 7 a.m., as I did six mornings a week, and turned on my short-wave radio. My radio was my line to the outside world — my parents, my friends, my sanity. The BBC was my mother, the Voice of America my father, Radio Israel my infrequent but necessary inspiration.

I tuned in to the BBC at the end of the news broadcast. I'll never forget the words: "We'll have more on the unsuccessful American hostage rescue mission after 'News About Britain'." I turned off the radio.

I stayed in bed, immobile, devastated, unable to face the Soviet world. I wanted to run and hide, but there was no place to run and certainly no place to hide. Life became very claustrophobic. I wanted to be elsewhere.

I knew what would face me once I left my bed; I would have to put up with interrogations on the subject from the East Europeans and Third Worlders in our dormitory (as if I were an expert on everything American). I would have to deal with smug stares of hatred from the local Iranian Communists. I would have to maintain an artificial silence on the subject with our Soviet instructors at the Institute. Worst of all, I would singlehandedly have to face the

wrath of the Soviet press.

I already know the vocabulary of accusations: "imperialist aggression," "reckless adventurism," "violation of territorial integrity," "Big Stick tactics." I often wanted to scream.

But at whom was I to scream? At the fat old ladies selling dried mushrooms near the metro? Fat old ladies who still believe that South Korea attacked North Korea. At the serious-looking young men who think that America is the land of free jeans, loose women, and California Dreaming. At the young mothers carrying their babies wrapped to the point of immobility? Young mothers who had been warned that foreign agents were trying to kill their children with poison chewing gum. I had chewing gum in my pocket.

No, I couldn't scream. No one cared. No one would have understood.

As I had expected, there were interrogations and accusations. The interrogations were sympathetic. The accusations were brutal. Nothing, however, hurt as much as the disappointment of my Soviet friends.

That afternoon I stopped by a friend's apartment. We didn't say a word. We just sat silently, staring down at the floor, slowly shaking our heads. Finally he blurted out: "How could you do such a thing? How can I have faith in a country which doesn't have helicopters that work. You put a man on the moon, but your helicopters don't work!" He was almost in tears. I had no answers. The moon meant nothing. The helicopters simply didn't work.

For me the failure was depressing. In defending America against Soviet onslought I had idealized America. I had often overdefended. An attack on America was an attack on my parents, my friends, my sanity.

For me it was depressing. For my Soviet friends it was the loss of their future. I was the loss of their belief in a better world. A belief which kept them going through years of harrassment. For my Soviet friends, the failure of a helicopter was the failure of the Knight in Shining Armor they had so often dreamed about.

America cannot defend her own. How is she to defend those who dream about her? America abandoned the Dreamers on a charred field in an isolated desert. America had to beg for her dead.

It was the failure of an America which never existed. The Knight in Shining Armor had lost — what hope is there for us when the Black Marias come?

I've often thought about how my life would have been had the helicopters flown. I would have run through the dormitory screaming, spreading the news to friend and foe alike. I would have screamed and screamed and screamed. People would have cared. People would have understood.

I would have hugged the fat old ladies selling mushrooms. The East Europeans and Third Worlders would have congratulated me and told me how much they wanted to go to America. I could have taunted the Iranian Communists. My Soviet friends would have celebrated. It could have been so great!

But I had to stay in bed.

For my Soviet friends America will never be the same. America is now the Knight in Battered Armor. The helicopters failed. America failed. The Dreamers wept.

But I didn't intend to write about my Soviet friends. I intended to write about survivors, about those who don't understand. I intended to write about a helicopter.

In a sense we are all survivors. We survived our myths. We believed that America defended the weak. The Dreamers wept in the reality of Iranian torture chambers. We trusted in our shining armor. The Dreamers died in the reality of a corroded helicopter engine. The Knight in Shining Armor never existed.

We survived. We live. America yearns to defend the weak. America has seen the limits of shining armor. Americans are held hostage, but America is free. We must not repeat the past.

We carry with us a sense of superiority. And the rest of the world doesn't seem to understand.

Jeff Overholtzer — Pet Peeves

Outrage

It seems appropriate now for me to recall George Orwell's statement that all writers ply their trade out of what is basically a political motivation. I am moved to write this column by an outrage at Ambassador's Sullivan's lecture on American involvement in Iran and the Iranian revolution.

I have been involved from time to time with the area of public relations and public relations writing. I know that P.R. men can, often with a real conviction about the truth and ultimate correctness of their actions, maneuver and ever-so-gently manipulate the language to produce representations which they call fact. Public relations people and public relations techniques are present in all facets of society: in business, in the arts, in small suburban communities (ever hear of keeping up with the Jones'?) and in government. An important, indeed, vital, function of any public official is the public relations function. Ambassador Sullivan is no different.

With infinite tact and a perfect semblance of objectivity, the Ambassador described in the most euphemistic and benevolent terms the long-term American involvement in Iran. Giving us a great romp through the history of long-repressed Iran, the Ambassador radiated the glow of wisdom, and spoke clearly and confidently in a long account which assumed almost pedantic proportions. After some rustling in the audience some portion of which was there, of course, only because they had to be for their International Relations course, the Ambassador excused himself for going on so long, concluded his address and opened the floor to questions.

I had listened to the lecture with a skepticism learned from a professor of Middle Eastern studies at N.Y.U. But even though their faith in the integrity of the U.S. government and the government's domestic activities was somewhat shaken by Watergate, Americans still believe that abroad, the U.S. is a good guy and Knows Best(Nixon, for all his nastiness at home, is still celebrated for his foreign initiatives, including detente with China and the shuttle diplomaacy of super-K). Ambassador Sullivan's audience ate up his sugar-coated presentation of American involvement in Iran without so much as a burp or a touch of indigestion. I myself suffered some gas pains for the imbibing of so much hot air.

Sullivan presented the actions of the Shah and the U.S. as uncommonly immune to the factors which influence other countries: power and wealth. His impressive white mane presenting an aura of honesty and dignity, Sullivan first described how Iranians had developed an inferiority complex from being whittled down from the great Persian Empire to a mere pawn of superpowers. Great Britain and the Soviet Union were the two countries grappling for spheres of influence in the 19th century. Later, Sullivan stated, America was involved in Iran, stemming the evil Communist tide and performing various humanitarian functions (gee, Ambassador, the U.S. is so different that it wasn't interested in a piece of the pie, too?) When Reza Shah, the first of Pahlavi dynasty, assumed power in the 1920's, he proceeded with a vigorous modernization and Westernization of Iranian society, setting up industry, building roads, and abolishing the veil. The Ambassador described in some detail the awkwardness of the veil and then commented that religious sects in Iran were incensed by its abolition. The high-lighting of this rather insignificant irritant typified Sullivan's approach. Much more important in fomenting social unrest in Iran and resentment towards the Pahlavi's was the fact that the Shah (who the Ambassador euphemistically described as a "burly, strong-willed, highly charismatic man") was a brutally repressive military dictator. Reza Shah initially won the favor of religious sects by repressing a rival group — but then he turned against the religious sects to ingratiate himself with another group, and his master plan of pitting group against group to strengthen his central control became painfully clear. By the time of his being forced from power, the Shah had worked his modernizing "reforms" with such expediency that the social structure of the country (and particularly the tribes) was severely damaged.

In 1945, enter our own recently deceased Shah of Iran. The Shah, proclaimed Sullivan, practiced an "enlightened social and economic policy" with only one slight abberation: he killed and tortured people that weren't nice to him. This "schizophrenia", as Sullivan called it, did not win the Shah any Brownie points. In addition, the Shah tried to implement his modernizing policy with an impossibly small labor force — only three million. Frustrated ambitions, and the disruption of the old way of life, caused tensions to mount. Sullivan intimated that the small size of the labor force was a matter out of the Shah's hands, due to a large infant population, a religious edict against women working in factories, etc. But our esteemed lecturer provided two facts that indicated that this was not so: 1) one-third of the available labor force was employed in the government and the *military* — who else would run the shiny new bombers that America was selling Iran? 2) the large number of impoverished villages in Iran could not contribute to the work force. Did some divine intervention keep the Shah from improving their lot and putting some of them to work? These were areas conveniently overlooked by Sullivan. As Iran gasped and failed at her imposed task of becoming the world's fifth greatest power, elements of resentment began to emerge. The Shah had attempted to drastically modernize at the expense of the total welfare of the country. When the revolution came, America was indicted as a collaborator with the Shah and the abuses of his regime. And why not, since America had supported the Shah every step of the way, among other things, feeding the Shah's enormous hunger for weapons, which caused a steady degeneration of the economy. Sullivan described the tumult and strife in Iran which led to the revolution as if it had nothing to do with the policies of the Shah — policies which America implicitly supported in its upholding of the Shah even to the extent of CIA intervention. I am embarassed and unhappy as anyone at the holding of American hostages in Iran — but these feelings must not dissolve into a blind righteousness which overlooks the basic *causes* of the crisis. The seizure of the American embassy by terrorists (yes, I consent to calling them terrorists) is a symptom, a warning signal — America cannot continue its blind support of Communist regimes with regardout to the way those regimes are satisfying the internal needs of a country. The *Ugly American* was writtin in 1958 but its warning of the dire consequences of American ignorance of a country's social and cultural makeup, and its internal needs, is just as relevant today.

At the beginning of his address, Ambassador Sullivan spoke of Hamilton, which, in a perfect pastoral setting, seemed "remote from the troubles" of the outside world. But Sullivan had better first come to terms with the troubles of the outside world, which he so blithely glosses over with the P.R. man's sure instinct for showing the least disturbing side of things. When the hostages are released and we have vindicated our self-righteousness, another Iran crisis will happen again soon.

26 New Faces

Twenty-six persons have joined the Hamilton College faculty for the 1980-81 academic year.

Twelve of the new persons are visitors who are replacing faculty members on semester or year long leaves, while fourteen are regular appointees.

Anthropology — Anthony Andrews, visiting assistant professor. A graduate of Harvard, Andrews earned his Ph.D. from the University of Arizona this year, and is the recipient of National Science Foundation Grants in 1970 and 1971.

Art — Richard Levine, visiting instructor. Levine, who has produced eight films, has taught cinema at SUNY, Binghamton. The co-founder of the art and film magazine *No Rose*, his awards include the judges prize from the Ann Arbor Film Festival in 1978.

Jill Meredith, visiting instructor. Meredith is a doctoral candidate at Yale University, where she has won a University Fellowship and a Whiting Fellowship, as well as having been named a Paul Mellon Centre for Studies in British Arts Fellow in 1977-78.

Comparative Literature — Vickie Grove, instructor. Grove is a graduate of Dartmouth College who expects her doctorate this year from Princeton University, where she has won several graduate fellowships.

Economics — John F. Malloy, instructor. A former instructor at Syracuse University, Malloy is the recipient of three National Science Foundation Fellowships.

Daniel J. Richards, instructor. Richards is a graduate of Oberlin College who taught at Brandeis University last year.

Frederick B. Rodgers, instructor. Rodgers graduated from the University of Rochester, where he was the recipient of a University Fellowship and a Rush Rhees Fellowship.

English — John Bowers, assistant professor. A Rhodes Scholar and Danforth Associate, Bowers has taught at the University of Virginia since 1978, where he was also Assistant to the Vice President and Provost.

Jean D'Costa, associate professor. The author of children's and adolescents' fiction, D'Costa is the first recipient of the Jane Watson Irwin Professorship.

Janey Halley, assistant professor. A graduate of Princeton, Halley earned her doctorate from UCLA in 1980. Halley, who is fluent in Latin, French and Italian, was a Lily Bess Campbell Fellow in 1979-80 and a Chancellor's Intern Fellow from 1975 to 1979 at UCLA.

Gideon Rappaport, visiting assistant professor. Rappaport earned both his master's degree and doctorate at Brandeis University where he also served as a teaching assistant. A graduate of the University of California at Santa Cruz, Rappaport has also done graduate work at Hebrew University.

Nathaniel Strout, visiting instructor. Strout comes to Hamilton from the University of Rochester. The recipient of two prestigious fellowships at Rochester, Strout will teach at Hamilton in the fall semester.

Geology — William E. Wertz, instructor. Wertz, a 1974 National Association of Geology Teachers Scholar, taught at Penn State last year, where he has done both his undergraduate and graduate work.

German — Helga Straif-Taylor, instructor. An adjunct instructor at Union College in 1979-1980, Straif Taylor has also taught at SUNY at Albany. German is Straif-Taylor's native language.

Government — Michael Ranis, visiting instructor. Ranis, a Ph.D. candidate at the University of Chicago, has had research assistantships at both Tel Aviv University and the University of Chicago, where he has been a Haweley Fund Fellow since 1976.

History — Elaine Kuehn, visiting instructor. Kuehn taught at the University of Iowa, Marycrest College, and Augustana College. Among her multitude of honors are a Woodrow Wilson Fellowship in Women's Studies, an American Association of University Women-Susan Anthony Fellowship, and a Friendship Fair Scholarship.

Eugene Tobin, assistant professor. Tobin's teaching experience includes stays at Indiana University, Miami University, and Vanderbilt University, where he was the National Endowment for the Humanities Fellow. Tobin co-edited *The Age of Urban Reform: New Perspectives on the Progressive Era,* and has published many articles in a variety of journals. His 1976 article in *New Jersey History* was recognized as the most distinguished article by the New Jersey Historical Society.

Mathematics — Kenneth Lane, assistant professor. Lane recently earned his Ph.D. from Idaho State University where he had been a teaching intern since 1977.

Thomas Valente, visiting instructor. Valente graduated from Colgate University in 1978 and earned his master's degree at Wesleyan University two years later. He has held teaching assistantships at both Colgate and Wesleyan.

Philosophy — Gloria Eres, visiting instructor. Eres comes to Hamilton from California's state university system: she graduated from the University of California at Irvine, has done her graduate work at UC-Berkeley, and has been an instructor at California State University at Long Beach and at UC-Irvine.

Physical Education — Janice Savitz, instructor. Savitz coached at Ithaca College. A Syracuse native, she will coach women's soccer and basketball.

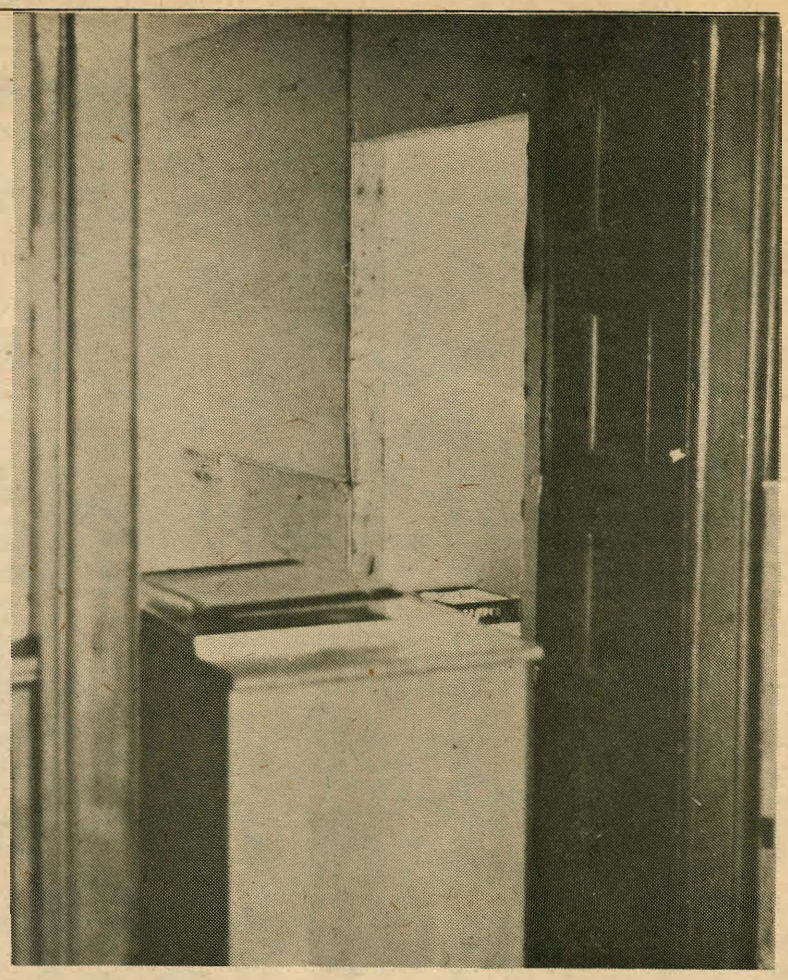
Psychology — Steven G. Zecker, visiting instructor. Zecker, a graduate of the University of Michigan, has done his post-graduate work at Wayne State University, where he has held an assistantship since 1978.

Stanford I. Zenker, visiting assistant professor. Zenker has taught extensively in the City University system, with his seven years of teaching experience coming from Brooklyn College and Lehman College, as well as Jersey City State.

Romance Languages — Rosemary Jane Brown, visiting assistant professor of French. A graduate of Marymount Manhattan College, Brown earned her Ph.D. at Yale University. She is the recipient of two Fulbright Teaching Fellowships in France. Brown's appointment is for the fall semester.

Roberta Lyles Krueger, assistant professor of French. Krueger graduated from Wesleyan in 1972 and went on to earn both her M.A. and Ph.D. at the University of California-Santa Cruz. From 1976 to 1978 she was a University of California Regents Research Fellow, and was on the French Ministry Teaching Exchange in 1978.

Theater and Dance — Sondra Lomax, assistant professor of dance. Lomax has studied both modern dance and ballet under such notables as Fernando and Nancy Schaffenburg, Duncan Noble, Richard Kuch, and Jerry Bywaters Cochran. She has danced with the Ballet Metropolitan (Columbus, Ohio), Les Grands Ballets Canadiens (Montreal) and the Fort Worth Ballet. Lomax earned her M.F.A. from York University in Toronto.



The administration obviously means business. Partitions in Carnigie Dorm were torn down this week in accordance with the new rule banning the building of any partitions or lofts in South and Carnegie Dorms.

You can give the gift of life to many needy and deserving people by simply donating blood. On Tuesday, September 23 in the Bristol Campus Center, the Hamilton College Blood Drive will attempt to obtain 200 pints of blood from our benevolent students, faculty, and staff. You may register to give blood on Monday, September 22 in all campus dining halls and at the Bristol Campus Center. Just obtain a Red Cross pledge card, sign up for an appropriate time slot, and then, most importantly, show up at Bristol on Tuesday, September 23 during your assigned time.

Prizes, beer and soft drinks will be awarded to the dorm and fraternity that donates the most blood. Cookies and refreshments will be available for all the charitable that donate blood.

Hamilton College has enjoyed great success in past blood drives and the goal of 200 donations is well within our capabilities. This is our blood drive and a real chance to truly help others. So please give blood on Tuesday, September 23. Your participation will be more than appreciated.

let's up our community BLOOD COUNT

Share your blood with those who are ill and injured or undergoing surgery.

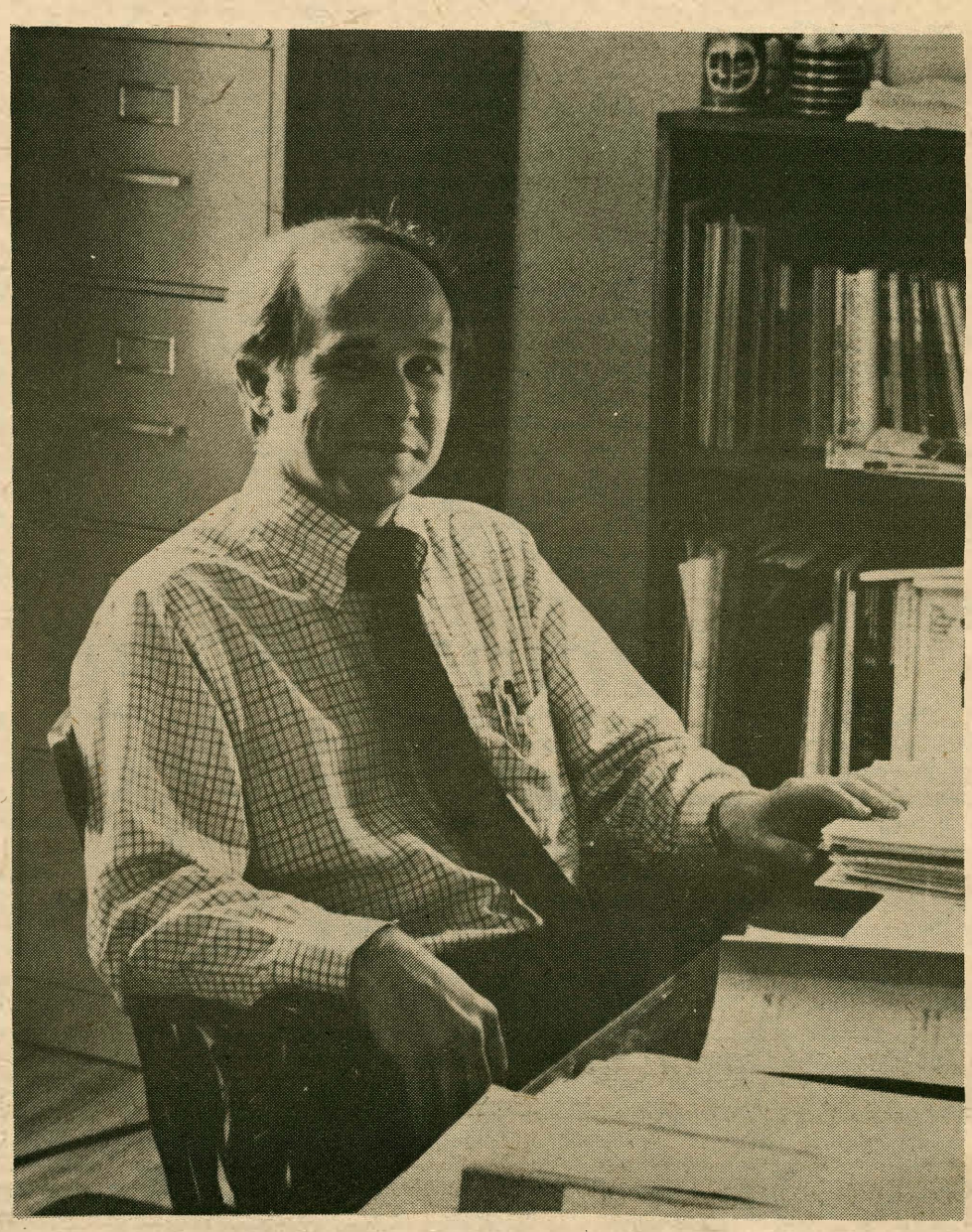
American Red Cross
Blood Services/ Syracuse Region

Thompson Takes Charge of Admissions

Interview by Brooks Magratten

Out of the hectic Brown admissions department, Doug Thompson comes to Hamilton to conduct the annual admissions process. Dean Thompson, after two months of getting settled in his new post, now had firm control over the head office left by Dean Covert The following article and interview express the new Dean's perceptions of Hamilton and his history in admissions work.

Originally from San Diego California, Thompson studied electronic engineering at Swarthmore College. Upon completion of his undergraduate study, he spent four years in the Antarctic doing scientific research for a professor. When returning to warmer climates, he turned to Swarthmore for an opening in their admissions staff. According to Thompson, the first five years were exclusively admissions-oriented work but later he took up the post of Assistant to the President and Pre-medical advisor. After a ten year internship at Swarthmore, Thompson turned to Brown University where he spent four years as an admissions officer in charge of foreign students and inter-office affairs. Today he is responsiable for the scanning of some 2500 applicants and the amission of some 450 men and women at Hamilton. In the following interview, Dean Thompson expresses his views of his job and Hamilton. □



Q: *Brown is certainly one of the most selective universities — which must make for intense and interesting admissions work. Why did you choose to leave a large urban university for a small rural college with admissions work on a smaller scale?*

A: "I left for a couple of reasons. First of all, as in my situation, I wanted to 'run my own shop.' I wanted the opportunity to operate an admission office and have the ultimate responsibility for running one. I felt that it was time that I did that. As far as choosing Hamilton goes, as a matter of fact I was offered a job at another institution and I choose Hamilton because of the environment that I found here. It was an environment that I wanted and one that reminded me of Swarthmore and had missed at Brown."

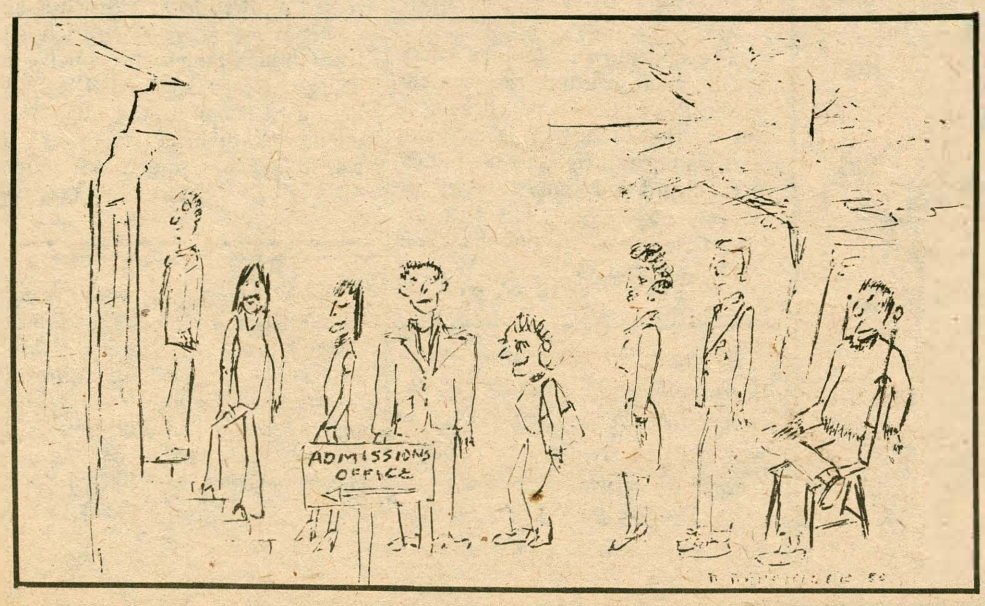
Brown is a big operation. The admission office operates off in a corner of the campus all to its self and it is very isolated. There was vary little chance to have much contact with other students, and faculty, and other administrators. In all honesty, after thinking back while being here for a few months, I am amazed that I did not regret what I was missing even more. I have been to more faculty-student functions in my two months here than my four years at Brown. The admission office is really a forgotten entity. Everyone respects what a great job the admissions office is doing, but when it comes to having interactions with other people, they just aren't interested. It's such a big, busy place. I miss the contacts I've had with students, for example the pre-med advising, I found it very difficult because I couldn't follow up on the kids I was admitting. Brown does a fantastic job of working individually with the applicants but the potential here is even greater to have personal contacts with applicants. We need personal contact with applicants. We are already seeing reports from our efforts, many high schools have reported interest in Hamilton up markedly."

Q: *How has your transition into a smaller school been?*

A: "I have found no trouble. The hours I have put in are roughly the same. The kind of work I am doing is somewhat different. I think that it has been an extraordinarily easy transition. The only problem that I've encountered is that some things were held up for me here in the office, as a result some things went more slowly this summer than might otherwise have. We find ourselves running a little *bit* late. Everyone here in the office is working very hard to catch up. In subsequent years this will not be a problem."

Q: *What are your perceptions of Hamilton thus far?"*

A: "Frankly, I think people here are friendlier. As a mundane example, I had to get a new registration for my car, something I always dread because I hate dealing with state beaurocracies. I couldn't believe it but the people were actually nice to me. The people are exraordianrilly friendly. It's a very warm and supportive community."



Q: *What are your perceptions of the average Hamilton* student? *What do you look for in a candidate that* may or may not *make him a Hamilton student?*

A: "I don't think that I've met enough students to generalize about the present student body. When it comes to the people that I would like to see admitted I think that the job of the admission office is to find and encourage the best possible people to apply. In the admission process, in trying to evaluate the best people, obviously a person's academic potential and developed capacity are the single most important thing. At the same time, when we look at a folder, the first question that we seek to answer is what kind of student is this personl? What will he/she do in the classroom? Is he/she going to be a superstar and be an academic leader on campus? The second kind of question that we ask is what is this person going to contribute to the school? We want people who are going to be acting in *Jesus Christ Superstar,* who are going to be writing and taking photographs for the *Spectator*, who are going to be throwing touchdown passes against Union.

We look for people with energy,to sum it up. Generally, the people we find with these qualities are going to exert their energies on campus. We are looking for those people who can bring something to the campus. Perhaps what they're bringing is diversity. You can't really learn if your are surrounded by people who are all identical to yourself. We want people with different ideas, different backgrounds. We're looking for diversity not so much in geographic background but certainly in social and economic background. Lots of diversity, lots of contributions that people will make to the Hamilton community."

Q: *The quantity of high school graduates, and many insist the quality of the graduates, is declining. How do you feel Hamilton will stand up to the decline?*

A: "Well, my own feeling is that we will have to run harder to be sure to stay in place, I don't see us slipping at all. Quite the contrary, I think that we will look back on the 1980's and say 'Gee, it wasn't that bad after all', we will see. In order to do that, we must make sure that every qualified student hears about Hamilton. This means lots of hard work on the part of the admissions office; we have to develop an alumni network to help spread the word around the country. We've got to spread out our network in attracting students."

Q: *Have you set any admissions goals for the coming year?*

A: "No not really. Just get through the year, learn the system. If possible make some minor changes through the year to possibly make things more efficient. I have already suggested some changes. I have no clear-cut goals other than to get settled so that some long-range goals may be set for the future."

Q: *Many students fear that a "high powered" atmosphere is starting to prevail in the administration stemming from Admissions and Communications and Development departments. Students feel that this new concern of Hamilton's image will take away from Hamilton's traditional concern for the individual student. How to you respond to such fears?*

A: They would have to define to me what they meant by "high powered." Frankly, I see nothing taking place that will take away from the good qualities that are there. If anything, we may use computers more, but that's only so that we may deal with candidates on a more personal basis."

Q: *Students are concerned when they see administrators trying to get the Hamilton image up with Williams and Amherst. Such competition, some feel, takes away from the attention due to the individual student and will eventually alter traditional Hamilton values.*

A "I think that this is a misconception. I think that we are not trying to get up there with Williams by making ourselves more like Williams but merely by saying 'here's what we are and we're just as good.' We should be showing candidates our qualities, and they should realize that they should be thinking Williams, Hamilton, Amherst. We are not out to have as many applicants as Williams has. It would mean an enormous amount of additional work but the bottom line is that we would have to disappoint another thousand, fifteen hundred people. We might get a better student body but I certainly don't want 11,000 applications like Brown. At the same time we need a sizeable pool to remain selective and perhaps get a little more selective. There are better people out there that we might persuade to apply and that might very well choose us over those other institutions because they see Hamilton as it really is. I don't think that anyone is really trying to change what is here. If anything, it is to amplify the "image" so that is more easily perceived by the outside world." □

STUDENT PLATFORMS

Senior Class Pres.

The obligations of the Senior Class President are as a representative as well as the organization and planning of our final months on the hill. I have worked with various committees organizing events and services and have a broad association with the senior class, which is crucial for soliciting ideas and assistance. I believe that this year should be our most memorable and hope to help make it so.

THOMAS M. CLEMENT

I've had a good deal of experience in this type of position of responsibility throughout high school and college. I've organized social events and festivities on a class and school-wide basis before, and I'd like to go to it and do it for our class. I also feel as if I know our class rather well, and so can effectuate our expectations for fun-filled, hassle-free affairs, especially during Senior Week.

SEAN MURRAY

Among the primary duties of office, the President of the Senior Class is given responsibility for the planning, organization, and ultimate execution of all of the activities of Senior Week. I am prepared to devote the time and energy necessary to make our final week at Hamilton as enjoyable as possible.

SUE VOORHEES

Junior J-Board

The J-Board's function is not to condemn people, rather it is to maintain the standards that are important to the community. Through penalties such as the work program, the J-Board can help direct people's efforts toward more concrete channels for the betterment of the school. I would like to be a part of the J-Board and ensure it continues to function as an integral part of the Hamilton Community. The changes in the Hamilton Student Constitution will make this an especially important year for the J-Board. I am aware of these changes and will do everything possible to see that they are enforced.

JOY GRAHAM

I am concerned with the lack of student involvement in protecting their rights in the community. Often the policies resulting from the misconceptions of alienated administrators are not reflective of the students' wishes. It's time for the apathetic acceptance of these contrary policies of the administration to end. In the past the J-Board has been an elitist group willing to bend to the ways of the administration despite contrary belief. I think many of the people involved in the J-Board this year are willing to speak out for the students and I know I certainly am.

BUTCH LAMONT

I feel what makes me qualified to be a member of the J-Board is that I have a strong sense of what fair play means. Every student who appears before the board to defend his or her actions must be judged with two crucial things in mind. The first thing is how this incident will effect the students career, and secondly how it will effect the college community. A great amount of objectvitity and understanding is required to judge ones' peers. I feel that I possess both these qualities; and most of all I care.

ANTHONY MASON

Frosh. Honor Court

As candidate for Honor Court Justice, I believe that the essential traits for any Judge are honesty, sincerity, and an active interest. Only my peers can vouch for my honesty and sincerity — elect me and I will prove these qualities as your justice. Most noteworthy, however, is my desire to actively preserve the respectability of our Honor Code and Institution.

SCOTT ASHTON

Receiving a position on the Hamilton Honor Court would be beneficial to myself and to the board. Although I have never been directly involved with the court system, past editorships on the school newspaper and literary magazine have taught me the importance of responsibility and caused me to seek membership.

JULIE HART BRENNER

Having served on my high school Honor Board, I know the importance of student participation in discipline and rule enforcement. A stong sense of responsibility must accompany discretion and maturity for a board member to serve well. I feel qualified and would be eager to serve on the Hamilton Honor Court.

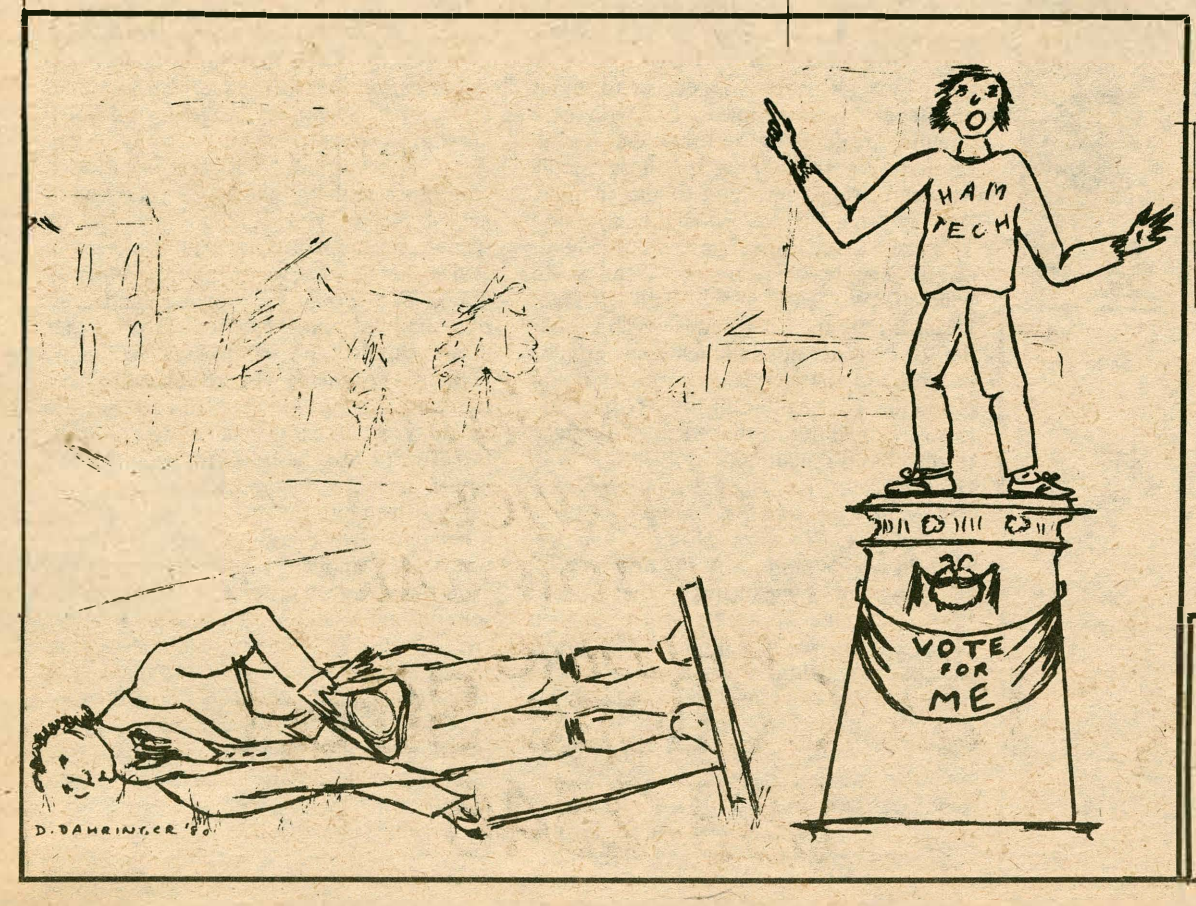
MARGORIE A. ROLLINSON

The Honor Court is an important institution at this college. It is a tradition that ensures academic rectitude, trust and confidence between the faculty and the student body, and overall pride of Hamilton College. If we want to uphold these high standards we should elect only those people who believe in this college and its' institutions. Towards this end I am earnestly petitioning you to elect Mary E. Cannizzaro to the Honor Court.

MARY E. CANNIZZARO

"Matriculation at Hamilton is contingent upon a student's written acceptance of the Honor Code regulatgions." I think this statement represents the importance that Hamilton places upon this respected institution that has been an integrated part of life on the Hill since 1912. I, Beth Kimber, would like to uphold this tradition that revolves around trust and integrity between the faculty and students by being a representative of the freshman class to the Honor Court.

BETH KIMBER



Elect Rhett Butler to the Freshman Student Assembly. The Hamilton Student Assembly depends on interested, dedicated, and dependable students. Rhett Butler qualifies for the position. He is both dedicated and dependable. He is your best vote! Vote Rhett Butler — he gives a damn.

RHETT BUTLER

I feel I am qualified for the position of freshman representative on the Student Assembly because of my experience in my high school student government. With my concern for a strong student government at Hamilton I will be willing to give freely of my time as an assembly member, and I pledge to represent my class to the best of my ability.

JULIE COWLES

Frosh Assembly

I don't think qualifications are most important in a freshman election. After all, we are still learning the proceedings of Hamilton College. The important considerations are the willingness, energy, and time to work. Listening to you, attending meetings, and conveying your thoughts is what I, as a representative, will do. Vote for me.

ELIZABETH EVANS

I am running for a position in the Student Assembly because I believe that my outgoing personality, ability to deal with people, willingness to work, and enthusiasm and interest in Hamilton College would make me an asset to the Hamilton Student Assembly. I am a good public speaker who is eager to speak out for what I believe in, and I am willing to listen with an open mind to what students have to say. Finally, I am a hard worker who is willing to put everthing I've got into the role of freshman Student Assembly member.

DEBBY FREEMAN

I would like to take part in the Hamilton Student Assembly because students should have a say in the administration of the college. As your representative I will work hard to voice the opinions of our student body. I will always be available for input.

CARTER KENNEDY

My name is Scott Moore and I believe that I would make a dependable Freshman Representative. I was president of my Senior Class, so I am familiar with the responsibilities of leadership. I attended Washington Workshops and a similar program in Albany, New York. They exposed me to first hand knowledge on the workings of government. I am excited about serving my fellow freshmen in the Hamilton College Student Assembly.

SCOTT MOORE

Representing the best interests of the students will be my number one priority if elected to the Student Assembly. I feel it is imperative that we as students have a voice in the school's process which so greatly effects us.

KENT SINSON

The student representative's duty is to make certain the student government does whatever is possible for the students. It is each and every student's right to have their voice heard and understood by the student government. I will do my very best to *make certain* that these rights are upheld.

MARINA PERRET

Along with Monday's elections will be an amendment to the J-Board Constitution. It reads: A Judiciary Board Chariman must hve served on the Judiciary Board prior to his or her election as chairperson.

My qualifications include much experience, hard work and a desire for the office.

My High School experience includes: Student Government, 1-4 years; President 3 (only underclassman to ever hold position); Student Rep. on School Board, 3 (first of its kind); Senior Class President, 4; Boys State Party Chair, Alt. Boys' Nation; Service on 2 village committees, 3,4 (appointed by mayor).

Also, I believe in hard work, which I am always willing to do. My most important qualification is that I have a burning desire for the post, which should show you that I am willing to do the hard work necessary for the job.

THOMAS M. FINN

I am qualified for the job of Freshman Student Assembly member because I have spent three years as a student government representative in my high school. My previous student government experiences entailed chairing committee, submitting school progress reports, and lastly, voicing the opinions of my fellow student body. As a representative, I shall always be deeply dedicated to the betterment of student life. Given my student government experiences, my dependability, and earnest concern, I feel that I am qualified to serve and represent the Freshman class.

DANIEL R. GARCIA

I am qualified for the job as Student Assembly member because of previous involvement on similar committees. I was Vice President of my senior class, and dealt a great deal with the administration and trustees to ready our school for the '80's, and to involve everyone in the preparation.

SUSAN MUCHMORE

My interest in attaining a position on the Student Assembly stems from previous experience with student government in high school. I served two years on my high school's Student Advisory Council (a body similar to Hamilton's Student Assembly) and this past year, I served as President of the Student Government at my high school. Even though I am still very naive to college life at Hamiltion, I feel my past involvement in student government could be beneficial to me if I was to serve on Student Assembly.

DAVID SOLOMON

There are those who reject politics because it is just another trivial human activity, and that's too bad, for we now have more say, and student government is a serious matter for it concerns all of us. I'd like to be a part of Hamilton's Government and make it work.

BILL STEIN

LAW SCHOOL: CRITERIA FOR ADMISSION

A panel discussion with Deans representing four leading law schools will be held on Tuesday, September 23, at 8:30 pm in Bristol Campus Center Second Floor Lounges. Freshmen, sophomores, juniors and seniors are invited.

INTERESTED IN THEATRE?

Anyone interested in directing plays or having their own plays produced should contact either Susan France or Dave Carlson via campus mail.

Blurbs

EFFECTS OF BOOZE ON THE BRAIN

Dr. Marlene Oscar-Berman, Professor of Neurology at Boston University School of Medicine and the Aphasia Research Center in Boston, will speak on September 22 on the "Neuro-psychological consequences of long-term chronic alcoholism." The talk will begin at 8:30 pm in the Science Auditorium.

HAMILTON COLLEGE POLITICAL FORUM

Hamilton's Political Forum will hold its first forum of the year Monday at 7 pm in Alumni House. The topic is the Hamilton Social Scene. How does it affect you? All are encouraged to attend.

Fulbright

The Fulbright competition for graduate study abroad will close shortly. The deadline on this campus is Friday, **October 3rd**. Five hundred and fifty awards are available to fifty-two countries. Most of the grants provide round trip transportation, tuition and maintenance or a stipend intended as a partial grant-in-aid. Candidates must be U.S. citizens at the time of application, holding a bachelor's degree or its equivalent, have language ability commensurate withy the demandsof the proposed study project. Letters went out in mid-summer to the top 10% of the current senior class informing them that if they were interested they should check the materials available. if you know of any graduating senior to whom a year's study abroad would be highly relevant and fit in which an on-going post graduate scholarly program, and who is in that top 10% academically, advise him/her, please, to see a member of the Committee at once.

Rhodes and Marshall Scholarships

Please let Channing Richardson (ext. 4223) know by **September 17th** the names of seniors whom you judge to be excellent prospects for either of these programs. In both cases, exceptional academic achievement is essential, as well as active participation in leadership roles. Deadline is **October 13.**

Some evidence of physical vigor is required for Rhodes. A student may apply directly for it, although his or her application will carry with it evaluations from the Foreign Fellowhip Committee.

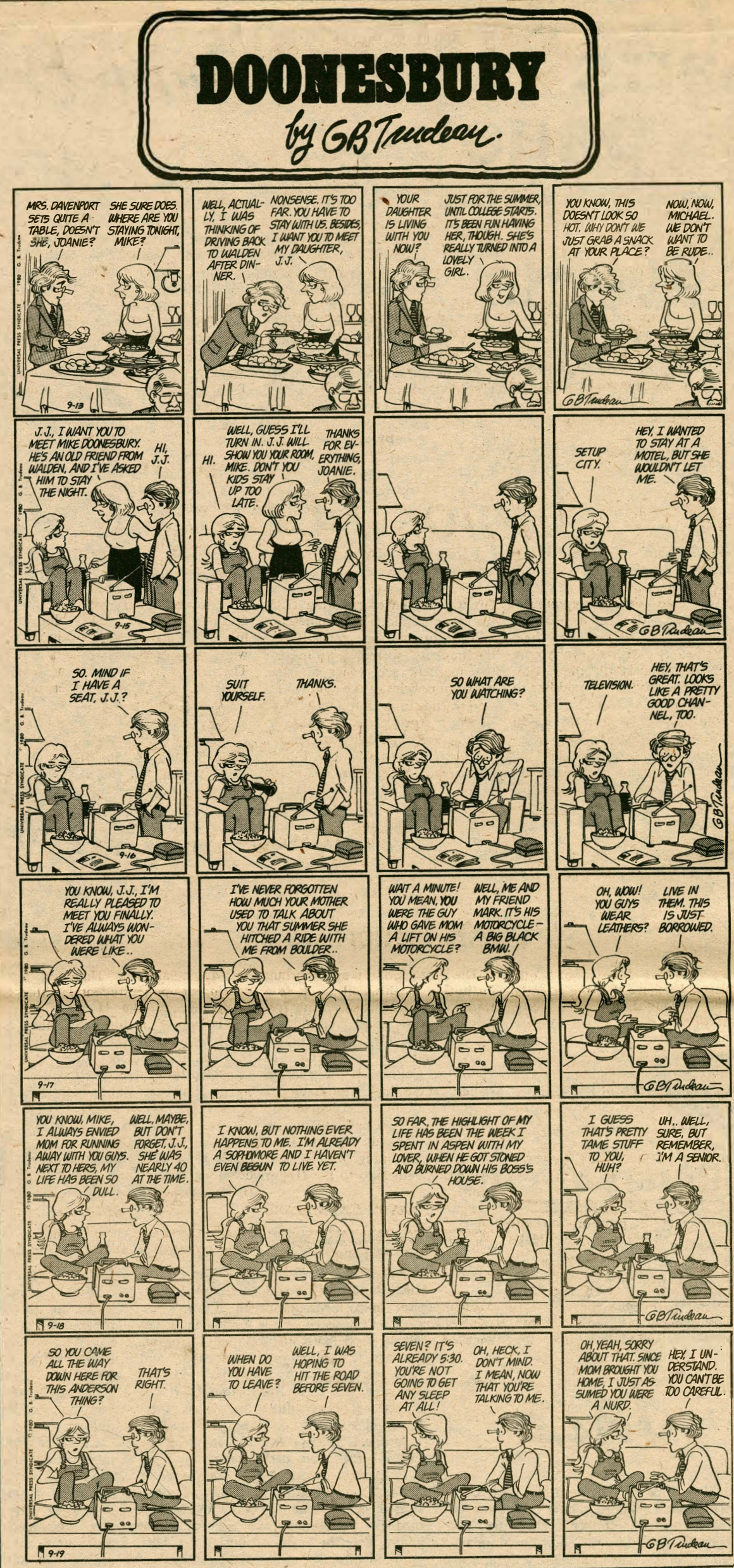
Both carry support for two years of study in the U.D., the Rhodes at Oxford; marshall at Oxford and other British universities.

Information for both is available from members of the Committee.

The Thomas J. Watson Fellowship Program

You are reminded that this program is available to seniors and provides a grant of $8000 for a focused and disciplined *Wanderjahr*. The program looks for integrity, capacity for leadership, and potential for creative achievement and excellence within a chosen field. The overall academic record of a candidate, while relevant, is not the principal criterion for selection, nor is an extensive aray of campus activities. The deadline for applications on this campus is **October 3rd.** If you know of a possibly strong candidate for this program, please tell him/her to see a member of the Committee as quickly as possible. Descriptions of the program are posted in various locations on campus.

If your are interested please contact the Foreign Fellowship Committee (Richardson, Lowry, Putala, Tewksbury).


DOONESBURY
by GB Trudeau
MRS. DAVENPORT SETS QUITE A TABLE, DOESN'T SHE, JOANIE?
SHE SURE DOES. WHERE ARE YOU STAYING TONIGHT, MIKE?
WELL, ACTUALLY, I WAS THINKING OF DRIVING BACK TO WALDEN AFTER DINNER.
NONSENSE. IT'S TOO FAR. YOU HAVE TO STAY WITH US. BESIDES, I WANT YOU TO MEET MY DAUGHTER, J.J.
YOUR DAUGHTER IS LIVING WITH YOU NOW?
JUST FOR THE SUMMER, UNTIL COLLEGE STARTS. IT'S BEEN FUN HAVING HER, THOUGH. SHE'S REALLY TURNED INTO A LOVELY GIRL.
YOU KNOW, THIS DOESN'T LOOK SO HOT. WHY DON'T WE JUST GRAB A SNACK AT YOUR PLACE?
NOW, NOW, MICHAEL. WE DON'T WANT TO BE RUDE..
J.J., I WANT YOU TO MEET MIKE DOONESBURY. HE'S AN OLD FRIEND FROM WALDEN, AND I'VE ASKED HIM TO STAY THE NIGHT.
HI, J.J.
HI.
WELL, GUESS I'LL TURN IN. J.J. WILL SHOW YOU YOUR ROOM, MIKE. DON'T YOU KIDS STAY UP TOO LATE.
THANKS FOR EVERYTHING, JOANIE.
SETUP CITY.
HEY, I WANTED TO STAY AT A MOTEL, BUT SHE WOULDN'T LET ME.
SO. MIND IF I HAVE A SEAT, J.J.?
SUIT YOURSELF.
THANKS.
SO WHAT ARE YOU WATCHING?
TELEVISION.
HEY, THAT'S GREAT. LOOKS LIKE A PRETTY GOOD CHANNEL, TOO.
YOU KNOW, J.J., I'M REALLY PLEASED TO MEET YOU FINALLY. I'VE ALWAYS WONDERED WHAT YOU WERE LIKE..
I'VE NEVER FORGOTTEN HOW MUCH YOUR MOTHER USED TO TALK ABOUT YOU THAT SUMMER SHE HITCHED A RIDE WITH ME FROM BOULDER..
WAIT A MINUTE! YOU MEAN, YOU WERE THE GUY WHO GAVE MOM A LIFT ON HIS MOTORCYCLE?
WELL, ME AND MY FRIEND MARK. IT'S HIS MOTORCYCLE - A BIG BLACK BMW.
OH, WOW! YOU GUYS WEAR LEATHERS?
LIVE IN THEM. THIS IS JUST BORROWED.
YOU KNOW, MIKE, I ALWAYS ENVIED MOM FOR RUNNING AWAY WITH YOU GUYS. NEXT TO HERS, MY LIFE HAS BEEN SO DULL.
WELL, MAYBE, BUT DON'T FORGET, J.J., SHE WAS NEARLY 40 AT THE TIME.
I KNOW, BUT NOTHING EVER HAPPENS TO ME. I'M ALREADY A SOPHOMORE AND I HAVEN'T EVEN BEGUN TO LIVE YET.
SO FAR, THE HIGHLIGHT OF MY LIFE HAS BEEN THE WEEK I SPENT IN ASPEN WITH MY LOVER, WHEN HE GOT STONED AND BURNED DOWN HIS BOSS'S HOUSE.
I GUESS THAT'S PRETTY TAME STUFF TO YOU, HUH?
UH.. WELL, SURE, BUT REMEMBER, I'M A SENIOR.
SO YOU CAME ALL THE WAY DOWN HERE FOR THIS ANDERSON THING?
THAT'S RIGHT.
WHEN DO YOU HAVE TO LEAVE?
WELL, I WAS HOPING TO HIT THE ROAD BEFORE SEVEN.
SEVEN? IT'S ALREADY 5:30. YOU'RE NOT GOING TO GET ANY SLEEP AT ALL!
OH, HECK, I DON'T MIND. I MEAN, NOW THAT YOU'RE TALKING TO ME.
OH, YEAH, SORRY ABOUT THAT. SINCE MOM BROUGHT YOU HOME, I JUST ASSUMED YOU WERE A NURD.
HEY, I UNDERSTAND. YOU CAN'T BE TOO CAREFUL.
GB Trudeau

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24 HOUR TOW CAR
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123 College Street
853-2546

arts page

events

movies

On Campus This Weekend

COOP FILM: *TAKE THE MONEY AND RUN.* Saturday at 8 and 10 pm in KJ.

S. KIRKLAND FILM: *THE MAGIC FLUTE.* Tonight at 8 and 10 in KJ, Saturday and Sunday at 8 and 10 pm in Science.

On Campus This Week

WOMEN'S FILM SOCIETY: *ANYTHING YOU WANT TO BE.* Monday, Tuesday and Wednesday at 9 pm in KJ.

FILM: *THE MAKING OF THE PRESIDENT.* Wednesday at 7 pm in KJ.

FILM: *LANCELOT OF THE LAKE.* Directed by Robert Bresson. Wednesday at 8:30 in Science.

COOP FILM: *DAYS AND NIGHTS IN THE FOREST.* Directed by Satyajit Ray. Thursday at 10 pm in Science.

S. KIRKLAND FILM: *BUTCH CASSIDY AND THE SUNDANCE KID.* Thursday at 10 pm in KJ.

exhibitions

ART EXHIBITION OPENING: THE FACE OF JAZZ IN NEW YORK CITY, 1958-1980. Ray Ross Photography. An illustrated lecture by Barry Kernfeld, Cornell University. 8 pm, Monday. Reception follows.

CURRENT ROOT ART CENTER EXHIBITION: WALKER EVANS — PHOTOGRAPHS OF NEW YORK STATE. Closes October 13.

music

NOONMUSIC SERIES: ELECTRONIC MUSIC by Hamilton Composer Samuel Pillman. Wednesday at 12:10 pm in Bristol Campus Center Lounges.

literary events

JOURNAL CLUB: HAMILTON, THE ALCOTTS AND WHITMAN. Professor Ivan Marki and Professor Frederick Wagner of the English Department. 8 pm Tuesday in Red Pit.

PROSE AND POETRY READING. 8:30 pm on Thursday, Bristol Campus Center Lounges.

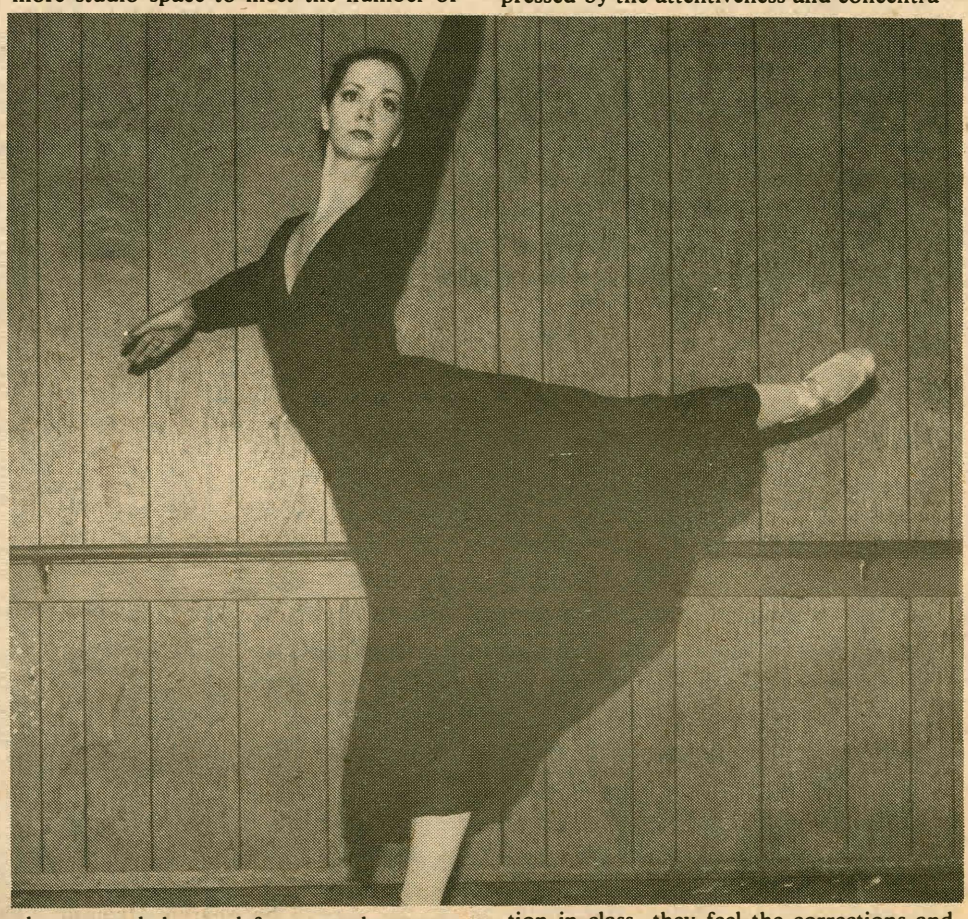
Dancers Bow In

by Elizabeth Grunsky

The Hamilton Dance Department has two new faculty members this fall. Sondra Lomax is Assistant Professor of Dance and Candace Langhoff is the new Dance Lecturer. From their different and extensive dance experiences, the two women can offer Hamilton dancers new techniques and styles of dance. During the interview, both women expressed their delight in the natural surroundings and at the friendly atmosphere of the college. Each mentioned the increase in enrollment of the classes. According to Ms. Lomax, the ratio of men to women in professional schools is one to four, at Hamilton the ratio is one male to every three women. An increase in enrollment, which is indicative of the students' enthusiasm for the program, coupled with the optimistic and talented team of Jane Tavelin Schwartz, (returning Professor of Dance), Sondra Lomax, and Candace Langhoff may prove to make dance an alive and thriving art form on the hill.

Sondra Lomax graduated from Texas Christian University with a B.F.A. in Ballet with Theater and English minors. She received her M.F.A. in Dance History and Criticism from York University in Toronto, Ontario. Her dissertation, *Michael Fokine's Les Sylphides: The Ballet's History and Signifigance* has in part been published (New Directions in Dance, 1979), and has been presented at the National Canadian Dance Conference at the University of Waterloo, Ontario in 1979. Balancing the academics of dance, Ms. Lomax has also performed with the Ballet Metropolitan in Columbus, Ohio, Les Grands Ballets Canadiens of Montreal, the Fort Worth Ballet in Texas, and as a soloist dancer in Opera at the Guelph Spring Festival of Toronto. She has worked under several Choreographers such as: Arthur Mitchell, Nathalie Krassovska, and James Clouser. In addition to her work in Classical Ballet, Ms. Lomax has studied and performed modern and jazz ballet. She has had several guest teaching positions and lecturer engagements.

Her dancing career began at the age of four. She started in the local dance studio of her Texan home town. She studied ballet, spending summers in New York, and at one point, she received a scholarship offer from the San Francisco Ballet Company. Ms. Lomax is interestd in both sides of dance: the academic and the performing. Her varied and extensive experiences as performer and academician make her an invaluable new part of the Hamilton Dance Department. She is pleased with the large enrollment and is "impressed with the friendliness and academic atmosphere at Hamilton." At present, Ms. Lomax is researching the ballet "Coppelia" along with her teaching duties. She is considering choreographing a piece for the Spring Dance Concert. Ms. Lomax's only comment is the need for more studio space to meet the number of



dancers and the need for more dance academics to be offered each semester.

Candace Langhoff is the new Dance Intern from Chicago, Illinios. She graduated with a B.F.A. in Modern Dance from the University of Illinios. She has worked with Beverely Blossoms, Nina Weiner, and several others. Ms. Langhoff has choreographed and presented two concerts of her works. Her "primary focus is on choreography" but she also enjoys teaching. She has studied the Alexander technique. This is a special study of body use and efficiency which makes the person aware of how the body approaches and moves away from objects. She also studied the semantics of dance, or the words and sounds which motivate people to dance.

Ms. Langhoff sees Hamilton as "a great opportunity to choreograph, get away from the city, and to teach." She is very excited and pleased with the students in the Beginner classes: "I'm impressed by the attentiveness and concentration in class, they feel the corrections and are really enthusiastic."

Ms. Langhoff also commented on the lack of studio space. She misses the percussion music that she normally uses in her classes. However, she is pleased to be here and is planning to present two of her pieces in the Spring Dance Concert.

Radiant Recital

by D. Miles Rosenfeld

On Sunday afternoon, September 16th, the campus was privileged by the performance of Linda Morgan Ellison on piano in the Chapel. Mrs. Morgan Ellison's repertoire consisted of the ***Sonata in A flat Major,*** Hob. XVIÇ46 by Haydn; ***Carnaval,*** Op. 9 by R. Schumann; two selections from ***Four Pieces,*** Op. 4 by Prokofiev; and ***Two Preludes***, Op. 23 by Rachmaninoff. It was an exciting concert due to the varied repertoire which touched on three major periods in musical history, and to Mrs. Morgan Ellison's marvelous performance.

In the first selection, Haydn's ***Sonata in A flat Major,*** Mrs. Morgan Ellison demonstrated her command of the instrument through smoothness and control while gliding over the keyboard during the Allegro moderato. She exhibited a light, concise technique particularly appropriate to the period in which the piece was composed. She did not force the keys during the *piano* sections and of course she did not spare extra power when needed during the *forte* sections.

The performance underwent a transition from the classical to the romantic period with Schumann's ***Carnaval,*** and consequently a transition to a heavier, more forceful style. ***Carnaval*** is, according to the program notes, "a kaleidoscope of twenty-one character pieces subtitled, ***'scenes mignnonnes sur quatre notes'*** which can be translated 'little scenes on four notes' ". The four notes are A, E flat, C, and B which, transliterated into the Latin alphabet, spells ASCH, the name of a town in Bohemia (Czechoslovakia). The letters are also contained in the composer's name. These notes are significant in that they unify the piece. Due to the number of movements and the creative genius of the composer, the piece is widely varied by drastic changes in dynamics; a range of tempos, and the abrupt, almost abrasive quality of some of the movements, as opposed to the lyrical, flowing quality of others. All of this, and numerous octave runs, did not seem to phase Mrs. Morgan Ellison in her wonderful rendering of the work. Her control of dynamics and her articulation were impressive in spite of the fact that the Chapel piano has, at best, a dull timbre.

Carnaval was followed by a ten minute intermission, after which Mrs. Morgan Ellison moved into yet a more radical area; two selections from ***Four Pieces*** by Sergei Prokoviev. The two selections, ***Desespoir*** and ***Suggestion Diabolique*** were much more dissonant than any of the music preceding them during the concert. The sense of key, in fact, is so ambiguous in both pieces, that it seems not to exist in any stable form. Yet, there are themes in the works, particularly in the right hand of the first, ***Desespoir***. This is typical of the compositions of Prokofiev, who was one of the most innovative composers of the 20th century. Mrs. Morgan Ellison's physical gestures greatly displayed the character of the music. During the second of the two pieces, appropriately named ***Suggestion Diabolique,*** she sat hunched over the keyboard playing in what I would describe as a controlled frenzy.

The next and last section of the concert was ***Two Preludes*** by Sergei Rachmaninoff, almost a contemporary of Prokofiev, who was eighteen years his junior. Interestingly enough, there is a wide contrast between these two composers. The Rachmaninoff preludes were much more consonant than the previous selection. The first prelude is a soft, romantic, and lyrical piece which Mrs. Morgan Ellison handled very sensitively. The second prelude, the Maestoso, provided a dramatic contrast. In this piece, she demonstrated real power as with the finale of ***Carnaval***. It was a fine piece with which to end the concert because of its exuberant nature.

For her encore, Mrs. Morgan Ellison performed Dance no. 5 from the "Davidsbündler" dances by R. Schumann. It is a delicate and short piece signed "Eusebius". The title signifies the quiet and pensive aspect of Schumann's personality.

In closing, this concert was overall one of the most enjoyable I have attended on the Hill.

Jazz

"The Face of Jazz in New York City 1958-1980," a photographic exhibition by Raymond Ross, will open at Hamilton College's Bristol Campus Center on Monday, September 22. Barry Kernfeld, a lecturer in music at Cornell University, will open the exhibition at 8 pm with a lecture entitled, "Jazz Styles."

The exhibition was developed under the curatorial direction of a Hamilton alumnus, Joseph S. Lewis '75, the director of Fashion Moda, a New York based museum for science, invention, technology, art and fantasy. The 1000 prints were selected from Mr. Ross' awesome collection which numbers over a million black and white prints and some 50,000 color slides.

A unique social document of American life, "The Face of Jazz" includes such great figures as Ellington, Fitzgerald, Coltrane, and Basie. Larger consideration, however, has been given to the lesser known musicians whose contributions were essential to the development of Jazz as one of America's major art forms.

The exhibition, which is free and open to the general public, runs until October 17.

Woody

by Will Oberholtzer

This week's offering from the Film Coop is a perrenial favorite, Woody Allen's *Take the Money and Run.*

This film, Allen's directorial debut, was a fine debut indeed. Allen's use of both satirical and visual humor makes an extremely enjoyable film. A close analysis of the film yeilds a vision of the beginnings of Allen's fear of failure and his overall pessimism. Hopefully all who see this film will see it primarily for its entertainment value. Surely, that is all Woody wanted and he would be flattered by simply receiving laughter in the appropriate places.

Allen's films have grown in scope and social significance over the past ten years, and hopefully we will be seeing more of his films in the months to come.

Peter Cameron

Book Review

Kindergarten, a new novel by Peter Rushforth, should be read in one sitting. This is easy to do as the book is less than two hundred pages long. Almost everything about the book is small — its length, its size, its time span. Even its characters, three childrenwho are "small for their age." All this is deceptive, for in truth it is a very large book. Its theme escapes paraphrasing. One could say the book is about the triumph of a spirit, yet saying that does no justice to **Kindergarten.**

The story takes place from December 24-28, 1978. In a small British town, a grandmother and her three grandsons share a traditional German Christmas. The boy's mother, (the grandmother's daughter), was killed by terrorists in a Rome airport eight months ago. Their father is in the United States helping to raise money for other victims of terrorism. The story is a tremendous amalgamation. The events of the holiday are interspersed with excerpts from fairy tales, songs, letters, television news reports, and descriptions of paintings.

The mother's death, though never dwelt on, is palpable throughout the story. On the television is constant news of more terrorism. In Holland, terrorists have invaded a school house and are holding forty children hostage. They threaten to kill a child each half hour. Corrie, the oldest son, watches as the television screen illustrates the same terrorism that killed his mother. In a forgotten closet in the school where his father is headmaster, Corrie finds a batch of desperate letters from German Jews. Written in the 1930's the letters are from parents trying to arrange their children's asylum in the British school, away from the terrorism of Nazi Germany. As the decade advances their desperation incrases. Along with these letters, Corrie reads and re-reads "Hansel and Gretel," which is included in the book, along with other gruesome fairy tales. Their magical yet violent nature corresponds perfectly with the tone of the world Corrie finds himself in.

The tiny family is surrounded by violence and chaos, Yet they are also surrounded by art and music. Lillie, the grandmother, was once a famous illustrator and fills the house with water colored distillations of fairy tales. Jo, the middle brother, sings in "a clear, pure voice" and Mathias, the youngest, does "one of his dances, jiggling from foot to foot, and turning round and round." Corrie composes music to play on his cello. As the holiday draws to a close, Lillie discloses the story of her past, a secret she has never shared. With her only daughter dead, she reaches out to the next generation, telling them who she is, where she came from, and who, in turn, they are. It is an affirming and haunting gesture.

Kindergarten is a story with many, many parallels and reflections. The varied elements from which it is crafted embellish one another. It is remarkable that so small a story can be so rich. It is complete in every way, and overwhelming emotionally. The feeling I had when I finished **Kindergarten** was so beautiful, so perfect that I couldn't conceive of looking at another book.

J.C. Superstar

by Carol Homiak

With a lot of help from many talented and energetic people, *Jesus Christ, Superstar* will make an appearance here at Hamilton in November. The '70's rock musical is scheduled to go on October 23, 24 and 25 and the following weekend, parents' weekend. Marty Williams, who is directing the play, spoke with enthusiasm about his plans for the production.

A year and a half ago, Williams and some other dedicated students got together and began working on their dream to bring *Jesus Christ, Superstar* to Hamilton. Last semester they had to call off their plans due to lack of funds, but this semester they acquired enough funding from various organizations and projects to raise the $3,000 needed for the production.

Williams is putting so much time into this production basically because he feels a deep dedication to the arts. Musicals to him are "entertaining, enlightening, and all around enjoyable. The response from the college community was incredible," he said. Over 100 talented people auditioned for the play. As the director, Williams says the whole cast, all 47 of them, looks very hopeful. He has also received tremendous support from students who are willing to be on the technical crew, or create costumes and make-up. "People around here really *do* want to get involved," he said.

With only 45 days till showtime, Williams, Danny Rosenfeld (musical director), Thabo Nkomo (producer), and John Doyle (business manager) are all working incredibly hard. "We're eating, drinking and sleeping *Superstar*." They are all confident of the play's success, and Williams ventured, "It will be a most memorable experience. I'll even say it will be *the* theatrical event of the year."

BLSU Production

by Megon Clarke

Last night's production *Kidnapped by Poets*, a presentation sponsored by the Black and Latin Students Union, was a fun and informative experience. The student production featured poetry, dance, and song created primarily by black artists, among them Nikki Giovanni, Langston Hughes, James Weldon Johnson, Walt Whitman, and Gwendolyn Brooks.

The company, which is comprised of black and hispanic students on the Hill, surprised their audience with a stirring entrance, followed by the black national anthem. From that moment on, the evening proved to be the "enjoyable evening of poetry" that coordinator Holsea Franklin hoped it would be.

As the majority of poems read during the recital were written by black and hispanic people, the emphasis was on black awareness. The students selected works that were indicative of a black people's varied experiences.

The women of the company seemed to favor works of the black female poet Giovanni. "A Poem Off Center," read by Veronica Williams and "Crutches" read by Audrey Moore, were two of the poems I liked best because the poet and interpre t e r s spoke simply and humorously.

"Africa II," read by Adriane Dean, and "My Tower," read by Sharon Madison recalled images of the black people's rich and troubled past, while "Will the Real Black People Please Stand Up" was an invocation for black people to examine themselves as they once were, as they are now, and as they can be.

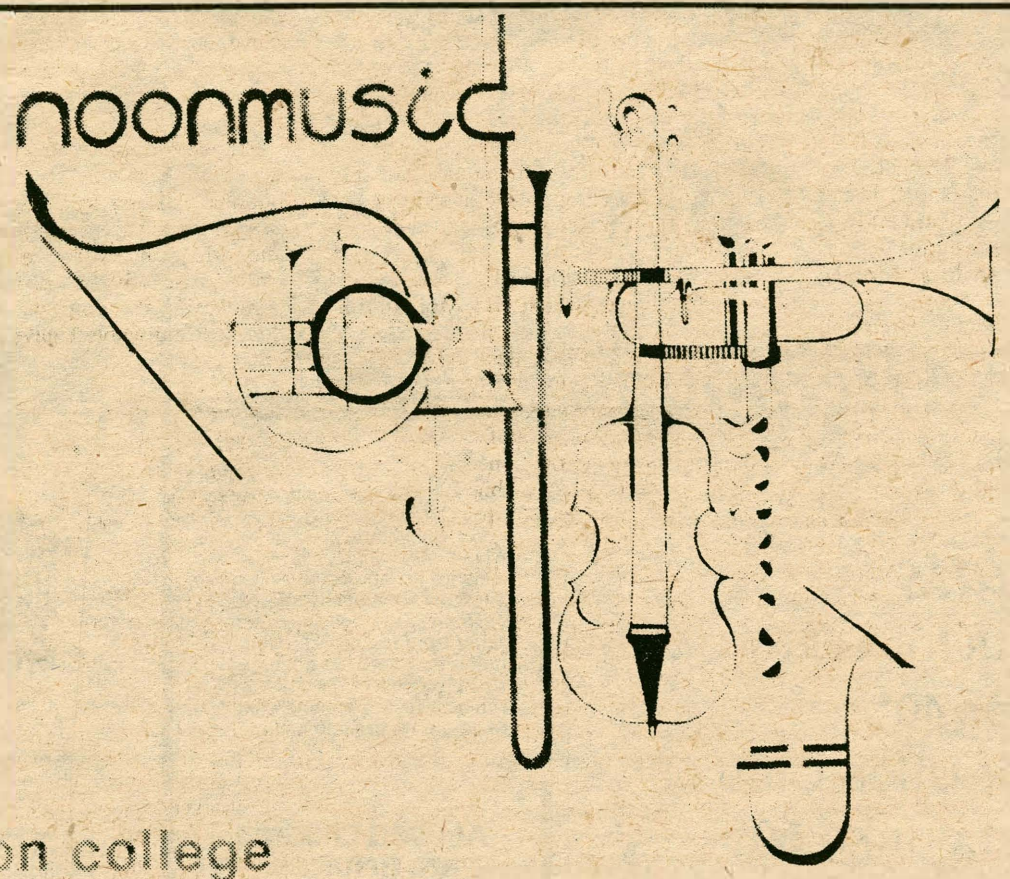
Between the readings, there was an interlude of song. "Home," sung by Veronica Williams, and an originally choreographed dance by Cassandra Smith were well received.

The company of poets comprised: Scott Amoge, Larry Arias, Adriane Deane, Michael Leak, Sharon Madison, Audrey Moore, Grace Mullings, K.C. Ruiz, Cassandra Smith, and Veronica Williams.

Walker Evans: Photographs of New York State," an exhibition of seventy-four black and white images focusing on the scenes of New York State during the 1930's, opened on Monday, September 8 at the Root Art Center. The photographs are a dignified and graceful record of the structures and spirit of the ordinary man during one of America's most trying eras. With subjects ranging from the small towns of the Hudson River Valley to the bustling streets of New York City, these images are examples of documentary photography at its best.

Evans was born in Illinois in 1903. After an education in New England, he traveled to Paris, returned to New York City in 1928. During the 1930's he photographed for the Farm Security Administration. A series of 1940's portrait studies from New York subways was later published as a book, *Many are Called.* During subsequent years, while working for Time-Life, Inc., he produced a number of distinguished photo-essays for *Fortune* magazine. Evans joined the faculty of Yale University in 1964 and continued to photograph until his death in 1975. In 1978 Harper & Row published *First and Last,* the first of three major volumes of his work announced for publication.

Root Art Center hours are 9:00 a.m. -10:30 p.m., Monday through Friday; 9:00 a.m. - 6:00 p.m., Saturday; 1:00 p.m. -10:30 p.m., Sunday. The exhibition will continue through October 13.



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The *Spectator* Bar Review

by Donna Dahringer and Matt Zucker

In order to meet the changing demands of the Hamilton student body, and to fill the considerable void created by the closing of the Pub, this column will be a weekly feature (as long as the reviewers can last) of the Spectator.

The establishments reviewed do not reflect judgemental choices or editorial comment on the part of the Spectator, *rather the willingness (or lack thereof) of the reviewers to drive (or be driven) great distances, in any direction, to drink.*

KILLABREW SALOON
150 Proof

Route 12B toward New Hartford, on left before traffic light at Arterial (5 miles out of Clinton).

If the name of a bar were to provide any clue to its success or failure, then the *Killabrew Saloon* is, most certainly, a success. A friendly and pleasant atmosphere (despite an immoderate spattering of Gaelic decor) makes this bar a good choice for the drinker who is concerned with warmth, comfort, and cleanliness. Frequented mainly by a local crowd, the bar provides a casual atmosphere without catering to hard-drinking regulars. Drinks are moderately priced; Genesee and Matts are on tap. An exceptional jukebox, with selections from Glenn Miller to the Rolling Stones, contributes to the enjoyment of the patrons of the large and well-stocked bar. Sandwiches, cheese and crackers, and other snacks are available from the kitchen. The *Killabrew Saloon* is easy to recommend for an evening of relaxed drinking.

•PT•JB•TV•

WHO'S ON FIRST
90 Proof

Route 5, towards New Hartford, just before traffic light at Arterial (about 5 miles out of Clinton).

Located in the same ballpark as the *Killabrew Saloon* (through the back parking lot), *Who's On First* is a well-meaning, but overly enthusiastic bar which leaves one with the distinct impression of having been hit on the head with a Nolan Ryan fastball. The decor sports a zealous effort, on the part of the designer, to inundate the patron with every conceiveable type of baseball memorabelia ranging from a framed display of the Utica Blue Jays to a plaster statue of Babe Ruth on the small, formal, rather expensive bar. On tap, the bar bats a hefty .500 with Molson and Genesee on the roster. The jukebox, however, appears to have been benched for a live jazz band on Wednesday nights. The size of the drinks, and their price, is, unfortunately, the third strike against *Who's On First.*

•TV•PB•PT•

THE PALE HORSE TAVERN
170 proof

12B to 5B; ½ mile on left on 5B towards New Hartford (about 3 miles out of Clinton)

Strikes may also be a problem at *The Pale Horse Tavern,* where (at the time of this review), a picket line formed in front of the neighboring Metal Works factory obstructed traffic, but *The Pale Horse Tavern*, will definitely not be called out on strikes. Small but cozy, mangy but pleasant, rough but rustic, *The Pale Horse* is a triumph of contradictions. Anyone interested in a low-key, relaxed evening of drinking can expect to find it here. At the expense of cleanliness, one can enjoy an atmosphere free of all social tension. With only Matts on tap and a small (very small) menu of sandwiches, *The Pale Horse* may not seem to have much to offer. However, the real pleasure of this watering hole, depends on what you bring into it.

•P T •T V •V G •J B •

BANDITS
160 proof

left on 233 to route 5, right on route 5, about 2 miles towards New Hartford, on the right (about 4 miles out of Clinton)

As the name suggests, *Bandits* appears to be a place with something to hide. The small, dimly lit sign in front of the dilapidated white house belies the entertainment to be found within. Entering through a side door, one is greeted by the sight of a large, but sparsely stocked bar. The lack of variety in hard liquor is more than amply compensated for by the wide range of beers, both draft and bottled. Matts, Genesee, Michelob, and Bud are on tap, and split specials include O'Keefe's, Old Vienna and Matts. The variety of beer is matched by the variety of games such as a bowling game and fussball. As well as providing an eclectic choice of songs, the jukebox fills the two large rooms with music that fluctuates between a blaring roar and a disquieting hum. The negligible atmosphere of this "arcade with a bar," does not, however, detract from the fun to be had. If you feel like drinking at home, *Bandits* is the home you'd want to drink at.

•PT•TV•PB•VG•JB•

OLIVER'S
150 proof

left on 233 to route 5, right on route 5, about 2 miles towards New Hartford, on the right (about 4 miles out of Clinton)

After an evening at *Bandits*, the call of pleasure (and nature) may necessitate a stop at *Oliver's,* a few hundred yards back on route 5. Boasting a large, well-stocked bar, *Oliver's* presents a spacious, well-kept atmosphere conducive to conviviality and good drinking. After kitchen hours, the hungry patron is limited to a briny fare which includes: pickled kielbasa, ham hocks, and hot pickles. Specials such as Mean Greens on Tuesday nights and pitchers on Monday and Thursday nights, are reasonably priced; Matts, Genesee and Pabst are on tap. *Oliver's* provides a restaurant-like ambiance of order and cleanliness without destracting at all from its primary purpose; providing pleasure.

•P T •V G •T V •

ABREVIATION KEY: PT — Pool Table, PB — Pinball, VG — Video Games, JB — Juke Box, TV — Television.

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Foreign study

View from Abroad

by Jeff Overholtzer

Upperclassmen by now know well the beneficial effects of a semester or year of study off-campus. Every year, scores of students flee the small, isolated Hamilton campus in search of adventure and experience in the "outside world", where, in addition, they hope to earn credits towards the Hamilton degree. Flushed with the experience of an exciting semester in New York City, this author has sought to explore the off-campus study alternatives for Hamilton students and for students at other similar institutions in the Northeast. Here are the results.

I began at a meeting held on September 8th for Hamilton students returning from foreign-study programs. Assembled with Assistant Dean Carol Locke and Academic Dean Melvin Endy in the Alumni House, the students, numbering about fifty, each told short stories about their experiences. Humorous, revealing, humbling, the stories uncovered worlds and cultures far removed from Hamilton. Ken Parlin told of an experience on the teeming streets of an Indian city. Ken had taken a picture of a very sickly-looking man who had chained his arm to his neck. He had just given another beggar his last five rupees when the first man returned and looked at Ken defiantly. Parlin asked "What do you want," to which the man replied, "Dinner." "There I was," Parlin told the audience, "with a $250 Japanese camera around my neck, and I couldn't help him."

Dean Locke believes that returning students feel more comfortable discussing their experiences with other foreign students. "When I came back from the Peace Corps, I couldn't talk to anyone who hadn't done it," she said in an interview. Another purpose of the Alumni House meeting was to "give us a chance to inform students of changes in the College," added Locke. Locke also recruited students from the meeting to assist in the preparation of a newsletter for Hamilton students overseas. The newsletter, which Locke said was well-recieved this year, included the addresses of all Hamilton students abroad and will be distributed three to four times.

Dean Locke, who is the coordinator of off-campus study programs, discussed the alternatives for students seeking study off the Hill. The ever-popular Hamilton programs in Spain and France all had large numbers of students, Locke cited ninety-six overseas students, up from only seventy last year. In addition to Spain and France programs, Hamilton has a "Term in Washington," consisting of internships in the Executive and Legislative branches of government as well as Hamilton-taught seminars; a "Cooperative Engineering" program, a 3-2 program with several notable engineering schools; a "Cooperative Law" program, under which a Hamilton student would enter Columbia Law School after his junior year; and "Cooperative Arrangements with Neighboring Institutions" such as Colgate University and Syracuse U. These programs are all listed in the Hamilton College catalogue. But the last Academic Program entry, "Study Away from Hamilton," is the most intriguing and ambiguous. It begins, "Qualified students, may, with the approval of the Faculty, spend one to three terms studying in a foreign country or at another American institution and receive full credit towards a Hamilton degree." Intriguing. How about "Underwater Basket Weaving" at U. of Somalia or "Bluegrass country Music" (a real course at U. of Kentucky). Ah, but there is a catch. Many of the larger universities that would be attractive to a student seeking a change from the sheltered environment of Hamilton do not accept "visiting" students; especially in the case of the Ivies and comparable schools. It is necessary to go through the elaborate paperwork and expense of transferring, and then dropping out to return to Hamilton at the desired time. Several Hamilton students have worked out a year of study at Duke University or the University of Pennsylvania in this way. Less selective schools which are nonetheless attractive because of their urban environments, such as Boston U., Boston College, and NYU, "are very receptive to visiting students," said Locke.

When asked why Hamilton didn't have exchange programs with any large universities, Dean Locke replied that "in order for that to work, there has to be two-way traffic . . . the number of students wanting to go to the university would far exceed the number of university students coming to Hamilton." But even if a student, of his own independent means, gets accepted to another school, he must approve his course selection with the appropriate Hamilton academic departments and the Committee on Academic Standing. All courses must be in the liberal arts area and of suitable academic quality in order to be granted Hamilton credit. "We couldn't give credit for courses in say, business or forestry," remarked Locke.

But doesn't this defeat the purpose of the student seeking an off-campus academic program complementary to the Hamilton program? "A drawback," remarked Locke, of the Hamilton policy is "that there are some interests we cannot serve." It is also generally true that Hamilton will not grant credit for work-study, internship or travel experience. Locke said, however, that she "encourages students who want to get work experience to *do it*, and the credit be hanged."

So, how does Hamilton compare to similar schools in terms of the off-campus programs it offers? The Spectator phoned Williams, Colgate, and Hobart to find some answers.

Hobart College offers two one-semester foreign study programs to its students in the fall semester: one in London and one conducted on a rotating basis. In the rotating program, the country is chosen from competing faculty proposals; in the past, countries chosen have been Austria, France, Greece, Mexico, and Israel, among others. All foreign programs are conducted and taught by Hobart faculty, rather than local (French, Spanish, etc.) faculty. (It is generally thought that programs that make use of local faculty and institutions allow students to become more fully immersed in the country's culture and language; in Hamilton's France program, for instance, students attend French schools.) A Hobart official remarked, however, that students have a lot of freedom in choosing or designing their own off-campus study program because there are no set credit requirements at Hobart.

All of Colgate University's foreign study programs are open to Hamilton students, according to Peg Senner, Associate Director of Off-Campus Studies. Her advice, however, is to plan early, because "Colgate kids fill the programs quickly." Colgate runs regular off-campus programs in London, England; Kyoto, Japan; India; the Carribean; Los Angeles, California; Granada, Spain; Dijon, France; Basel, Switzerland; Israel; Geneva; and Washington D.C. Students in the Granada, Dijon and Basel programs all attend local universities. In the summer, Colgate runs programs in Great Britain, Russia, and Yugoslavia. Last year, Senner said, almost 320 students took part in these programs.

Williams College can offer its students a year at one of eleven other schools in the New England area. Schools in the "twelve college exchange," (Hamilton is not a member) which includes the National Theater Institute, admit students on a space-available basis. Williams students must still approve the courses they plan to take at another school in the exchange, but once they are accepted at the school of their choice, they are guaranteed room space and have all the privileges and prerogatives of a student at that school. The twelve college exchange provides a unique flexibility in a student's academic program; the exchange includes large schools such as University of Massachusetts, small isolated schools (Hampshire College) and schools such as Mount Holyoke or Smith which are reasonably close to Boston, the great urban student haven of the Northeast. A number of male students in the exchange have had the unique experience of studying in an all-female school; their accounts have appeared in several national magazines in the last year.

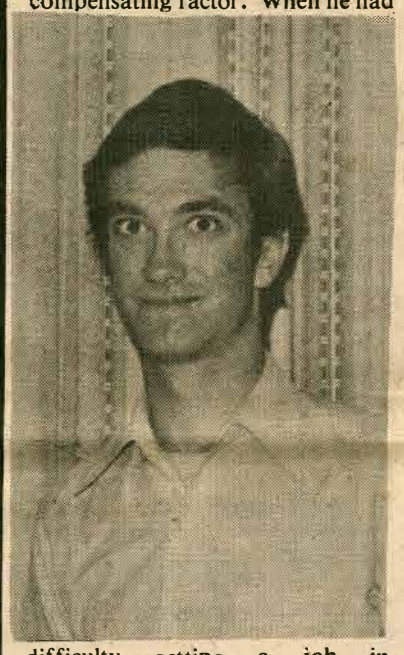
Williams College also runs co-operative programs with California Institute of Technology, Howard University in Washington, D.C., Fisk University, and a Spain program jointly with Hamilton. A Program of American Maritime Studies is run by a Williams graduate at Mystic Seaport Museum in Connecticut and is open to Hamilton students.

Although the variety of off-campus study alternatives for Hamilton students could be enhanced by something along the lines of the twelve college exchange or Hobart's flexible credit system, the administration does seek to accomodate the student within the bounds of its conservative policy of awarding credit. Hamilton students have received credit in the past for study at places such as the Royal Academy of Dance in London and a psychiatric hospital at UCLA. The foreign study programs offered by Colgate University and Beaver College are also deemed acceptable for credit by the Hamilton administration. Look carefully at the alternatives, write a forceful proposal for CAS, and be on your way!

" to get off campus"

by Jeff Overholtzer

Mike Feagan applied to the Hamilton semester in Washington three days before the deadline. "I wanted to get off campus," explained Feagan, "and the Hamilton program seemed to be one of the better Washington programs." The core of the Washington semester is a six week internship in the executive branch, followed by another six week internship in the congressional branch. The problem with the split internship, said Feagan, was that many offices "were hesitant to employ an intern for only six weeks." He added, however, that the varied experience was a compensating factor. When he had

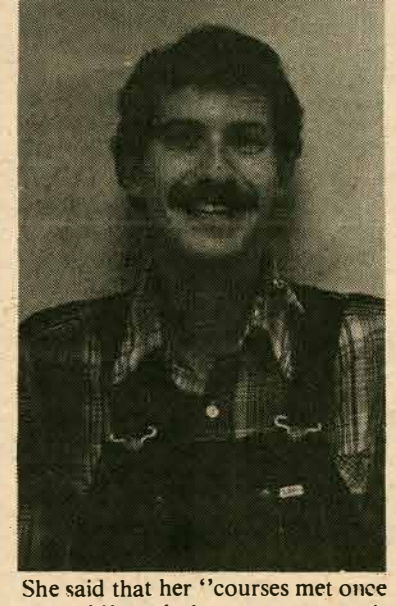


difficulty getting a job in Washington for the summer, Mike wrote to the Institute of International Education and became interested in a program at the Oxford International Graduate Summer school. Mike was accepted into a seven-week program in government, for which he was granted two credits by Hamilton. He attended general topic two-hour lectures in the morning and individual tutor sessions in the afternoon, developing his own thesis on British Contemporary Government and the Common Market. He said that he enjoyed the individual attention in the tutor sessions and described the program as a "very unique learning experience."

Randy Isaac spent his junior year with the Beaver College Program at the University College of North Wales at Bangor. "I was at a meeting for foreign study in my sophomore year," said Isaac, "and I was amazed how much push they give [foreign study] — they really try to get people abroad." Randy had no trouble getting his course selections approved, but advises that "the golden rule" for approval is "taking a full course load." Isaac felt that most of the schools in the Beaver program "aren't the same quality as Hamilton," but he enjoyed his courses, which included offerings not available to Hamilton such as "Aesthetics" and "Medieval Political Ideas."

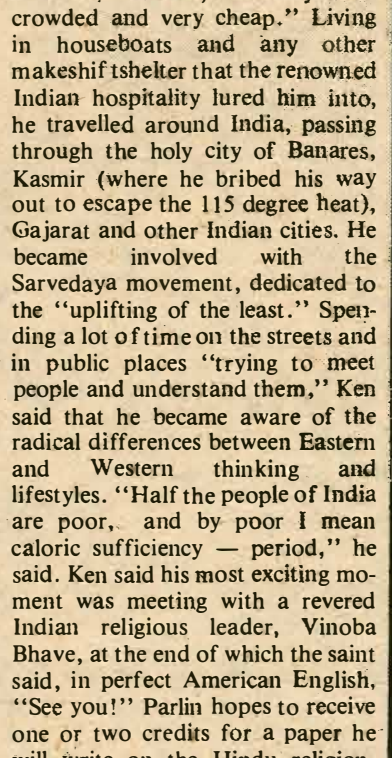
Kathy Lloyd said that she had planned to go on the Hamilton Year in France "ever since my senior year in high school." Calling the Year in France a "great program," Kathy said she took courses at La Sorbonne, the Catholic Institute and Schola Cantorum (music school). She commented that "many students took courses at Reade Hall [the building out of which the Hamilton program is run] with other Americans" but that she preferred being at French schools where she had greater contact with the native people. She said that "it was hard to meet French people" and that the "hustle bustle" of city people was an additional barrier. But she joined the Sorbonne Choir and after a semester, "met people there." She added that "I could have hung out with Americans, but I didn't — I wanted to meet French — I didn't even read any books in English!"

Lloyd had difficulty with her host family the first semester, but at first she didn't complain because she was "afraid that they [the program directors] would say that I hadn't adapted." Eventually, when it was clear that the family wasn't working out, she spoke up — she advises that "If you don't like your family, complain — that can ruin your time." Although she stated that "the Louvre course was the pits," Kathy thought that her courses, and particularly the Hamilton professors, were good.



She said that her "courses met once a week" and that "there wasn't that much work, except for the comprehensive tests at the end of the semester."

Ken Parlin's overseas adventure began at a two-week training program at the Philadelphia Light Center, an organization which advocates the integrating of one's social and political life. At the Light Center, Parlin met an Indian



woman whose father had been closely allied with Mahatma Ghandi. She invited him to India, although Parlin's ultimate motives for visiting the country, he said, "were political." Following a rough program worked out with the Hamilton religion department to study the Hindu religion, Parlin started in Bombay and travelled around India by train. "The trains in India," he said, "are very overcrowded and very cheap." Living in houseboats and any other makeshift shelter that the renowned Indian hospitality lured him into, he travelled around India, passing through the holy city of Banares, Kasmir (where he bribed his way out to escape the 115 degree heat), Gajarat and other Indian cities. He became involved with the Sarvedaya movement, dedicated to the "uplifting of the least." Spending a lot of time on the streets and in public places "trying to meet people and understand them," Ken said that he became aware of the radical differences between Eastern and Western thinking and lifestyles. "Half the people of India are poor, and by poor I mean caloric sufficiency — period," he said. Ken said his most exciting moment was meeting with a revered Indian religious leader, Vinoba Bhave, at the end of which the saint said, in perfect American English, "See you!" Parlin hopes to receive one or two credits for a paper he will write on the Hindu religion. Later in the semester, he will be presenting a slide show on his Indian travels.

Sullivan (cont)

continued from page 1

cluded, he said, that they were the instruments of external manipulations. Colonialism has "much to do. . .with the current xenophobia in Iran," Sullivan commented.

Sullivan then proceeded to explain the history of the recently deposed Pahlevi dynasty. Reza Khan, the father of the late Shah, toppled the old regime in the 1920's with the aid of the British, who hoped to exploit the entire country. Although Khan wanted to establish a republic, Sullivan pointed out ironically, the Shiite Moslem clergy urged him to institute a monarcy, hoping to regain the priviledged they had held under the former regime. The Pahlevi fortune was begun once Reza Shah, as he now called himself, confiscated the wealth of the local chieftans.

In an effort to counter-balance the Anglo Soviet alliance during World War II, the Ambassador continuted, Reza Shah supported the Axis. The British, however, invaded Iran and set up Reza Shah's son, whorecentlydied, as ruler.

1. Visions of Empire –

In 1953, a coalition of large landowners, young social democrats, and pro-Moscow Communists staged a coup d'etat, and the Shah fled to Italy. The British oil interests were nationalized and secularization increased, much to dismay of the Shiite clergy. A consortium of British intellegence, British Petroleum, the CIA, and even the Shiite clergy plotted to overthrow the new government, which they viewed as dangerously Communistic, stated Sullivan.

Once the counter-coup succeeded, the Shah was back in command. Sullivan believes that after 1953, the "Shah became . paranoid, discovering Soviet espionage rings all around him. . ,his reaction was one of repression ."

"The stories you've heard about torture are true," he declared, "but the numbers you hear from Teheran these days are grossly exaggerated."

Simutaniously, he said, the Shah instituted a series of reforms dubbed "the White Revolution." Public education, public health, and transportation programs were initiated.

In the mid-70's, the price of oil quadrupled, mainly because the Shah "was a great hawk in the OPEC councils of that time."

Iran earned 23-24 billions dollars a year from its petroleum. With this new-found wealth, the Shah was determined to make "Persia shine again as the dominant entity in that region. . .and the fifth most important economic entity by the year 2000," commented Sullivan.

He contends that only three million men were able to undertake this massive task. The poulation of Iran was 36 million, but women and children were not allowed to work in factories, and most of the men were in the army and bureaucracy. "Naturally," he stated, "this produced catastrophe. . .bottlenecks developed." Corruption was rampant, Sullivan said, and graft was used to ease the chronic bottlenecks and tie-ups. The Ambassador maintained, "If it was anything, it was graft that angered the people. . . . So few were getting so much, and so many were getting nothing at all. . .but it was more envy than a sense of guilt."

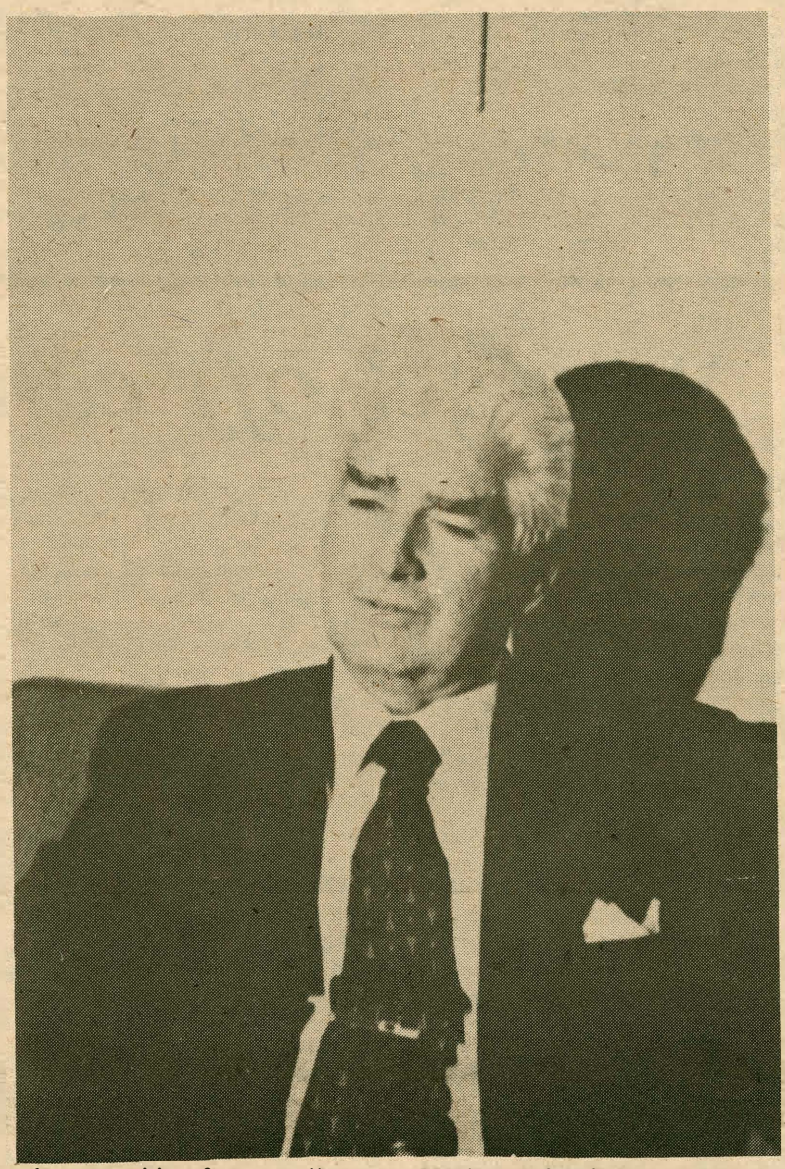
Young men from the countryside, he continued, could not afford the new housing developments, and they could not comprehend Westernization. They found a "derascinated, rootless society in the middle of all their turmoil." Coming from traditional, deeply religious backgrounds, they felt alienated by increasing secularization. These men were only comfortable, Sullivan stated, in the mosques. There they heard cassette tapes of Ayatollah Khomeini's voice.

2. The Revolution

Khomeini was a prominent Iranian religious leader who had opposed the Shah's Shiite clergy. For dissent, the Ayatollah was exiled, and eventually ended up in Paris.

Sullivan described him as "consistantly a strong-willed, tough old man. . .when he discovered the Sony cassette, he discovered a way to magnify his voice a thousandfold." Khomeini preached for the overthrow of the Shah's regime, and through tape recording, his voice reached mosques all over Iran. Soon, violence spread all over Iran as rioters destroyed liquor stores and nightclubs. When the Army killed several rioters, the Shah ordered troops not to shoot at demonstrators.

This, Sullivan contends, led



other opposition forces to "come out of the woodwork." Communists, social domocrats, old tribal leaders, and other dissidents were openly protesting in the streets. As Sullivan claims, these groups were united only by the movement to oust the Shah. Khomeini was made the nominal leader of the movement because of his oppositionist credentials.

In the fall of 1977, Iran exploded into revolution. Arms were freely distributed among the masses. Sullivan emphasized that the revolution had no leader and no coherent government.

3. U.S. Involvement

Sullivan then back-tracked and summarized American involvement in Iran up until that time. He stated that at the end of World War II, the Russians refused to evacuate the portion of Iran which they occupied. President Truman, he said, told the Soviets to get out, and dangled the threat of the atomic bomb. They promptly left the country.

American policy after the war centered on keeping Iran, with its oil-fields, out of Soviet control. Because of the CIA's involvement in the 1953 coup, the US became identified with the repressive regime of the Shah. Sullivan stated, "No one would believe that the Shah was acting out of his own motivation. . .as in the 19th century, Iranians concluded. . .that policy was being made elsewhere." Thus the hospitalization of the Shah in New York produced the inevitable result, Sullivan said.

The Amabassador then proceeded to field questions from the audience. He contended that the Shah used force in order to preserve the dynasty, not merely for his own sake. The Shah did not want the turmoil to "blow up in the face of his son "after hs own death. According to Sullivan, torture was lessened and a new criminal code was enacted.

"The Shah," Sullivan maintained, "did not want to go down in history as a ruler who kept in power by keeping his people under his boot." Yet Brezhenski took a course of action contrary to Sullivan's counsel. The National Security Advisor, he said, "tried to stiffen the resolution of the Shah. . .and of the armed forces." Sullivan warned Washington that the army "would not have shot at their own sons and brothers."

4. Growing Up

For the future, Sullivan forsees "further chaos. . .there may be plateaus. . .of stability, but these plateaus will be eventually toppled. One such event will be the death of the Ayatollah. Other events will be as other groups are maneuvered out of power and will resort to their arms in the streets." Also, he saw the possiblility of Soviet involvement with Iran's various ethnic groups.

Sullivan conceided that there was an active association between the Shah's secret police, SAVAK, and the CIA on intelligence matters, but that the CIA did not meet with SAVAK to discuss internal political repression. Both the CIA and the Israeli Mossad helped extablish SAVAK for intelligence purposes, he stated, but the Shah "went beyond that."

The Ambassador comented that President Nixon and Henry Kissenger encouraged the Shah to purchase more arms, and they knew that he was an "OPEC hawk." He said, however, that the Shah did not need encouragement in pushing for oil price increases.

In summarizing his opinions of the Carter foreign policy, he repeated a quotation he had recently read: "Being born again isn't a substitute for growing up."

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A Great Coach

by Carol Peterson

Although many may be unaware of her contributions to campus life at Hamilton, Comfort Richardson has been instrumental in bringing women's athletics to College Hill.

From her own interest in college athletics, and her participation on varsity teams at Vassar, she came to Hamilton in 1952 as a physical education instructor. When Kirkland first opened in 1968, there was no physical education or athletic program offered for the women. However, since there was a great deal of student interest, Richardson was asked to start an organized program in the spring of 1969.

On a part-time basis, Richardson first worked with the girls at her own home because of the lack of facilities here. The first team she initiated was a tennis squad, which became established on an intercollegiate level. She also made swimming available for the women, along with securing the use of the men's faculty locker room.

In Kirkland's fourth year, Richardson began a field hockey program, utilizing part of the golf course far from the Kirkland Campus. A year later, she obtained coaching help from Sue Spencer, who handled lacrosse and swimming.

During the merger of Kirkland and Hamilton in 1978, Richardson transferred to the Hamilton athletic department and further upgraded the women's program. As associate coordinator of intercollegiate athletics, Richardson continues to encourage women's participation in sports. Through her efforts, athletics have become more organized and Hamilton now offers eight intercollegiate team sports for women.

busy on weekends and vacations by her duties as an examiner for the Eastern Pofessional Skiers Association. She is on the Board of Examiners for the organization, an honor which is bestowed upon those with marked skiing and teaching ability.

Spencer is also ranked in the top ten of her age group in the National Water Skiing Championship.

When asked the greatest reward that she received as coach of the women's field hockey team, Spencer spoke of the lasting friendships developed over the course of the season with her players. "Athletics is a medium through which you can come to know a person more deeply than in most social situations; sacrifice ties people together and creates friendships."

Profile: Sue Spencer

by Jon Magruder

Money can't cure everything, at least that is the opinion of Sue Spencer, head coach of the women's field hockey team and physical education instructor at Hamilton.

Spencer voiced her opinion when asked about funding and facilities for women at Hamilton. The main problem is not monetary support for women's sports; it is one of tenure, or rather the lack of it, for women coaches. While the men's coaching staff has five tenured coaches, insuring continuity to men's sports, the women's program has no tenured coaches. This causes problems when women coaches leave Hamilton to find jobs with more security. Replacements are often inexperienced and are forced to rebuild a sports program all over again.

Spencer feels that Hamilton was lucky to get someone with the experience and talent of Janis Savitz when a replacement was needed this year.

Spencer is concerned that if this problem of tenure is allowed to continue, the women's athletic program and all women athletes will be short changed.

But, Spencer says that conditions have changed drastically in women's sports since she participated in sports in high school and college. "There was no Title IX then; I often envy the opportunities that women have today."

After playing field hockey, basketball, and participating in gymnastics in high school, Spencer moved on to Syracuse University where she played four years of field hockey.

In the winter, Spencer is kept

Football cont'd

continued from page 16

or four series of the game. If the Continentals can avoid the early mistakes and put the first points on the board, it could make for an interesting contest.

Startford's 48 man squad does seem to be a more talented group of players than was assembled a year ago. And as captain Phil Greenough notes, "I think this is a hungry football team. We've worked hard and want a taste of victory. It's been a long time since a lot of guys here have won."

EXTRA POINTS: Phil Greenough reports he's "virtually 100% recovered" from two groin injuries that hampered his throwing ability against Mansfield and SLU . . .An interesting offensive-defensive line battle shapes up between Hamilton's 6'0", 245 pound RT John Manganell and Bowdoin's 6'3", 235 pound DT John Bloomfield . . . Hamilton's 1980 opponents had a combined 31-34 record last year.

Women's Soccer Defeated

by Sue Udry

On Thursday, the women's soccer team traveled to Aurora to take on the booters of Wells College. Wells fielded an experienced team that was able to control the ball better than a much less aggressive Hamilton squad. At the beginning of the game, Hamilton women had difficulty working as a team and handling the ball.

Wells constantly applied pressure on the Hamilton goal. A run-up of goals was prevented by many brilliant saves, often at point-blank range, by goalie Kathie Osborne. Osborne was helped by Martha Bach, a freshman fullback who kept the Hamailton defense together. Halfbacks Megan Ryan, Michele Ridgeway, and Sue Ruef also turned in outstanding performances, playing with the aggressiveness that the team needed. Coach Savitz stressed that although the team had trouble, it stayed together and played as a team, never losing enthusiasm.

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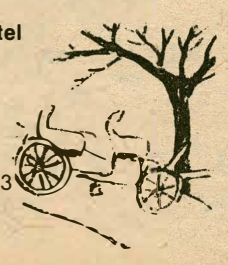
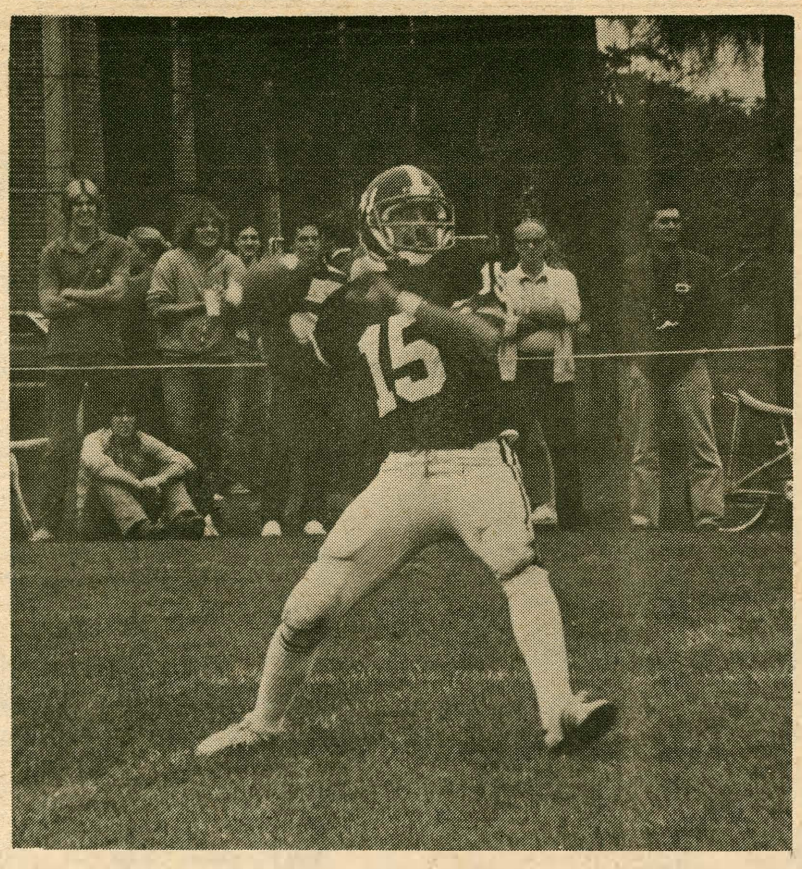




Spotlight: *Phil Greenough*

by Larry Goldfarb

When Hamilton's quarterback Phil Greenough takes the field on Saturday afternoon he will not be unduly nervous. "This is my thirteenth year playing quarterback," said Greenough. "I've become accustomed to the pressure."

While Hamilton suffered a winless 1979 season, Greenough piloted the Continentals to the third best passing offense in the country. "Stratford made a big difference," said Greenough. "He's a real stickler. He helped me with my footwork and he's a great receiver coach." Perhaps the greatest beneficiary of Stratford's coaching was tight end Steve Brooks. At 6'2", 215 lbs. Brooks, according to Greenough, "has pro hands and pro size. He's just not that fast. But he runs great patterns."

Since football at Hamilton has been unsuccessful in recent years, it has lost a lot of its glamour. "Football is not that big up here,"; said Greenough. "Being quarterback has not gone over to other areas. My social life has not been affected at all." Yet, he was upset at the critical and derisive fans. "I recognize that we haven't had a good team in a while. But we're working so hard, struggling against teams bigger and with better depth. I hate to see fans who are overly critical."

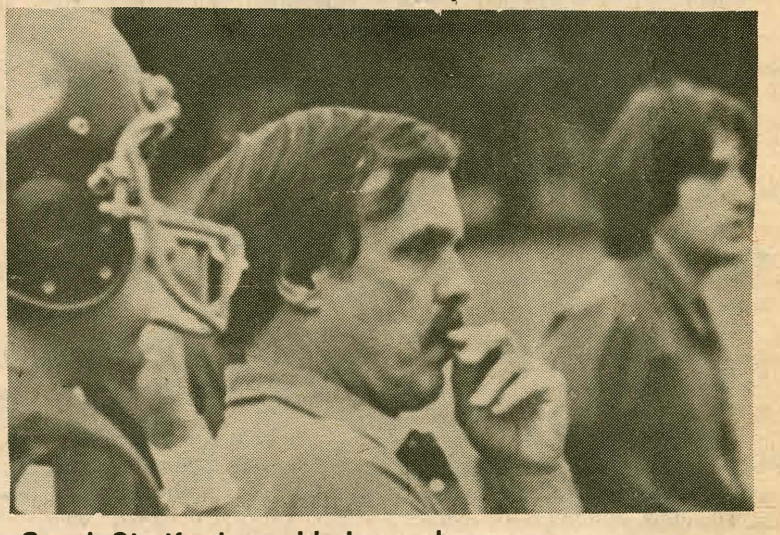
"We have good people at the skilled positions, but we don't have much depth. Though you can only play eleven at a time, we need to have seventy or eighty kids. Other schools like Williams have a big squad and also a Freshman team. They don't even play their freshmen on the varsity."

In view of the poor state of Hamilton football and the unwillingness of the administration to bring in top notch athletes, does football have a future on the Hill? "I think we can survive," said Greenough. "If we have more recruiting years like this one, I can't see why this program can't continue.

"I've enjoyed being quarterback at Hamilton. I've always enjoyed the competition, and as a freshman, it helped me get to know upperclassmen. But if I could do it all over again, I'd like to be starting out as a freshman now. There's the makings here of a healthy program."

How does he see the opening game against Bowdoin? "There's no doubt about it, we can beat them. They were 5-3 last season, but they're making that long trip from Maine, and it's their first game of the year. Our offensive line has really improved and with the added time to throw, we could taste victory."

Preview of Grid Foes



Coach Stratford considering a play

by Phil Robinson

After tomorrow's opener against Bowdoin, what does the 1980 season have in store for Hamilton College? In a two part series Phil Robinson takes a look at the rest of the Continental schedule.

September 27, Hamilton at Trinity (2-6) — Another of three new additions to the Hamilton schedule this year, Trinity promises it will be more competitive than in 1979 when the Bantams had their worst season ever under 14-year coach Don Miller.

The Hamilton-Trinity confrontation shapes up as a wide open-high scoring affair since Miller's offense also relies heavily on the pass. Turnovers were the big problem for Trinity last year — the Bantams committed 39 of them, including 22 interceptions. Miller has two veteran quarterbacks to work with in Gary Palmer and Pat Martin, while fullback Bill Holden (628 yards, 4.8 avg. in '79) gives the offense some balance.

On defense, Trinity has eight starters returning, headed by linebacker Bill Schaufer (59 tackles) and 6-4, 230 pound defensive tackle Bob Grant.

In its pre-season analysis, *The New England Football Newsletter* maintains "The 1980 Bantams will be a more poised and representative edition than in '79 and a winning season is a distinct possibility."

October 4 Hamilton at Bates (5-3) — While most of us are enjoying a mid-semester break, the Continentals will be doing some long distance traveling — a 450 mile trek to Lewiston, Maine for a date with coach Web Harrison and his Bobcats.

Last year, Hamilton, behind the combination of Phil Greenough to Dan Capone (the two hooking up six times for 133 yards and one touchdown), gave Bates a real scare before bowing 20-13.

Once again in 1980 it appears that defense will be the Bates forte. Eight starters, including a tough defensive front four, are back from last year's New England-leading unit (238 yards per game) which had three shutouts.

Offensively, Bates sports an excellent passing attack behind quarterback Brian Pohli, and split ends Larry DiGiammarino and Bob Simmons. It was Pohli who last year picked apart the Hamilton secondary, completing 19 passes for 183 yards and three touchdowns.

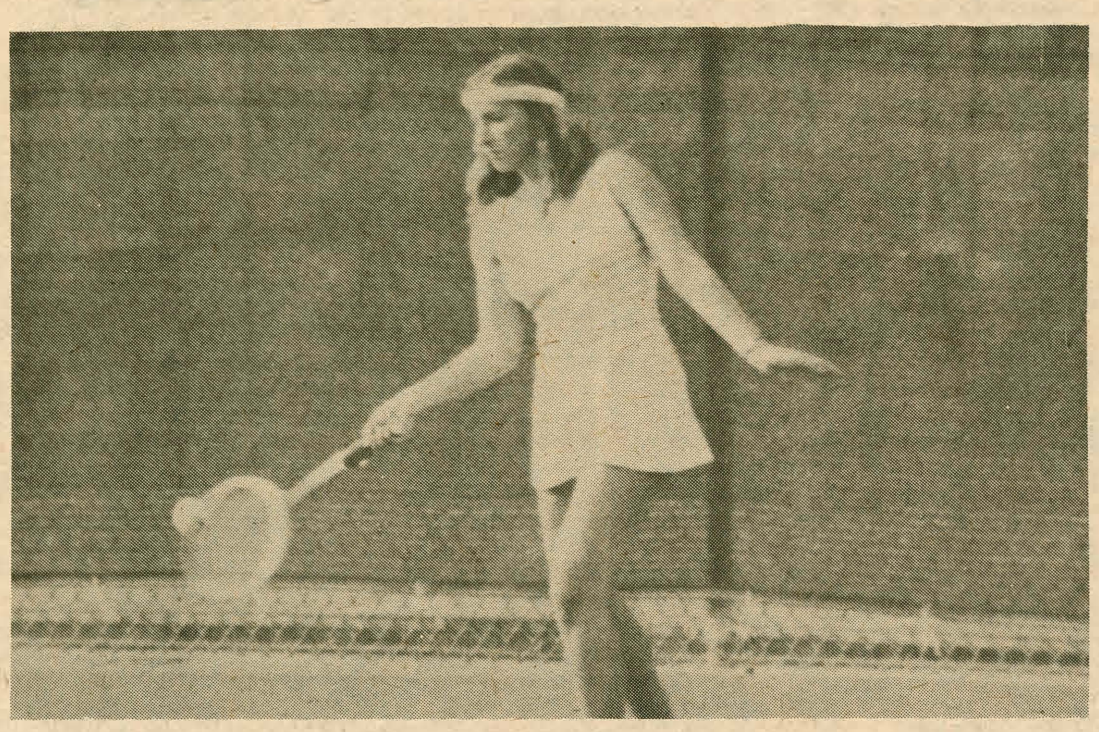
October 11 Amherst (3-5) at Hamilton — The last time these two teams met, Franklin Roosevelt was President. Yes, it was 1933 when the Jeffs shutout Hamilton 13-0. The Continentals have never defeated Amherst, losing all nine meetings between the two schools while being outscored by a whopping 218-13 margin!

Forty-seven years later, Hamilton has an excellent opportunity to reverse the score against an Amherst team that faces a major rebuilding task.

Gone are six starters from both the offensive and defensive units. If coach Jim Ostendarp can find the replacements up front, Amherst's running attack could make some noise behind Bob Steer, Dave Grenier, and Ian Crabb, who combined for 1,110 yards or 4.61 yards a carry last season.

Next week: The second half — The Univerrsity of Rochester, Middlebury, W.P.I. and Union.

Women's Tennis Wins



Erica Silbersher displays fine form

by Dido von Kalckreuth

After losing a close match against Colgate J.V., the Women's Tennis Team triumphantly walked off the courts with an 8-1 victory over Clarkson on Thursday. The women played exceptionally well with outstanding performances from the number one and number two seeded players Erica Silbersher 6-0, 6-0 and Laura Greenspan 6-1, 6-1. The other singles players, Sue Keats, Wendi Suslak and Lele Bockenstadt also played strong matches.

The notable performances put in by the doubles team came from the number one seated team of Amy Lesser and Linda Salmon 6-4, 6-4 and the number two seated team of Sue Vorhers and Jenny Walser 3-6, 6-4, 3-2.

Early in the week, coach Comfort Richardson had predicted a successful season. In view of the team's commendable performance, Richardson was correct. "We're far better this year than last," said Richardson. "We have some very stable players that will contribute to a successful season."

In losing to Colgate's J.V., Erica Silbersher played brilliantly, destroying her opponent, 6-0, 6-0. The doubles team of Jenny Walser and Sue Vorhees also played well, winning 6-4, 6-2.

While Hamilton lost the remaining 5 matches, Richardson felt that the match was in doubt until the very end. "This match was a whole lot closer than the score indicated."

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Netmen Lose to U. of R.

by Thomas Burns

"At least the hardest part is over." This seemed to be the sentiment shared by everyone on the Men's Tennis team after Saturday's match against the University of Rochester. Every player knew beforehand that the U. of R. contest would be the most difficult of the fall season, so no one was disillusioned when Hamilton was able to win only one set during the long afternoon. Tim Kent put it best, "No, I'm not down about the match. Nobody went out on the court trying to lose, but we were realistic about our chances. There's nothing wrong about losing to a better team." Rochester is considered to be one of the finest teams in New York.

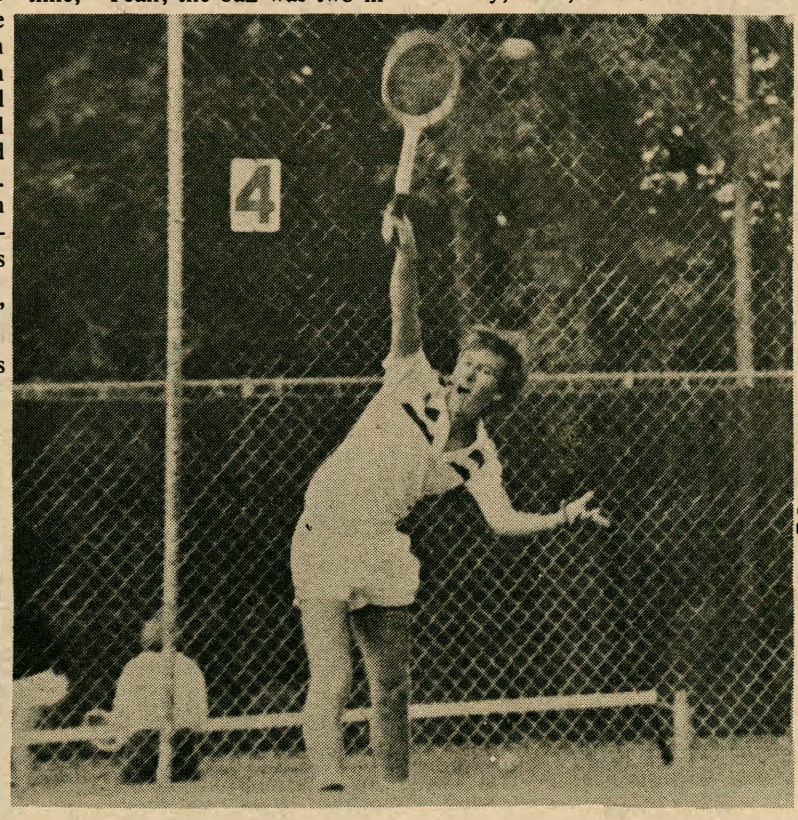
Although Hamilton lost 9-0, the match was not without its high points. There was a lot of fine tennis played by the Hamilton team, and even if it wasn't enough to win, it was enough to gratify the spectators, who on quite a few occasions had opportunity to applaud a well-hit winner. A lot of the games were close battles. One of the more colorful moments of the match came in the singles contest between Hamilton's Pete Barnard and Paul Gill of Rochester. Gill hit a ball that landed a few inches wide, and Barnard made the appropriate call. Gill questioned the call (which everyone watching saw was a correct one), asking, "how far out was it?"

"About two or three inches," Bernard replied.

"Two or three? Only two inches out? Are you sure?" The way that Gill said this and the look on his face that accompanied the words were such that some spectators were heard asking where they might buy arsenic to put in Gill's water.

Barnard answered for the second time, "Yeah, the ball was two inches wide." Again the look from Gill. Then, apparently flustered by this interchange, Gill hit his next shot way out of bounds. Barnard stepped aside as the ball sailed past him and landed, and then he turned around and very calmly said, "By the way, Paul, that one was three and a half feet deep." Touche. Gill was silent for the rest of the match, which he won 6-3, 7-5.

On Tuesday the team plays Binghamton. This will be a difficult match, though not as tough as the U. of R. match. A 6-3 or 5-4 victory looks like a good possibility, but the match will undoubtedly be close. The team's record right now is 1-1, with an impressive 8-1- victory over Cortland and the loss to Rochester! After the Binghamton match, which is at home, the team travels to Oswego on September 25, and then to R.P.I. on October 9.



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Glory Years (cont'd)

continued from page 16

1970. "We scored 20 points in the first quarter," he said. We had some turnovers and they beat us 21-20 and we haven't played them competitively since.

Well, another football season is upon us. Tomorrow, Hamilton will take on Bowdoin on Steuben Field at 1 p.m. The Continentals will be trying to break a fourteen game losing streak. Earlier in the '70s, Hamilton had amassed a twenty-three game skid. Faced with all this woe, there is a silver lining. This season, Ted Stratford convinced twenty freshmen to play Hamilton football. With continued success, Hamilton should have a competitive program in the next few years.

Sixteen juniors and seniors who played last season did not return for the 1980 campaign. There are merely fourteen upperclassmen on the forty-eight man squad. "The team looks much more like a football team," said Pitarresi. "Ted has won before, and he is very organized. The program is on the right track."

It's one thing to be on the right track and it's another to have a succesful football team. The N.Y. Giants have been on the right track for sixteen years. Hamilton should taste victory this season, but they are at least a year away from having a formidable football team. Ah, there's always next year.

RIT Defeats Booters

by Paul Pillmore

Intense! That is the only way to describe Hamilton's first soccer game of the season. Down 2-1 and playing two men short, the Continentals dominated the final twenty-five minutes of the game but failed to score the equalizer.

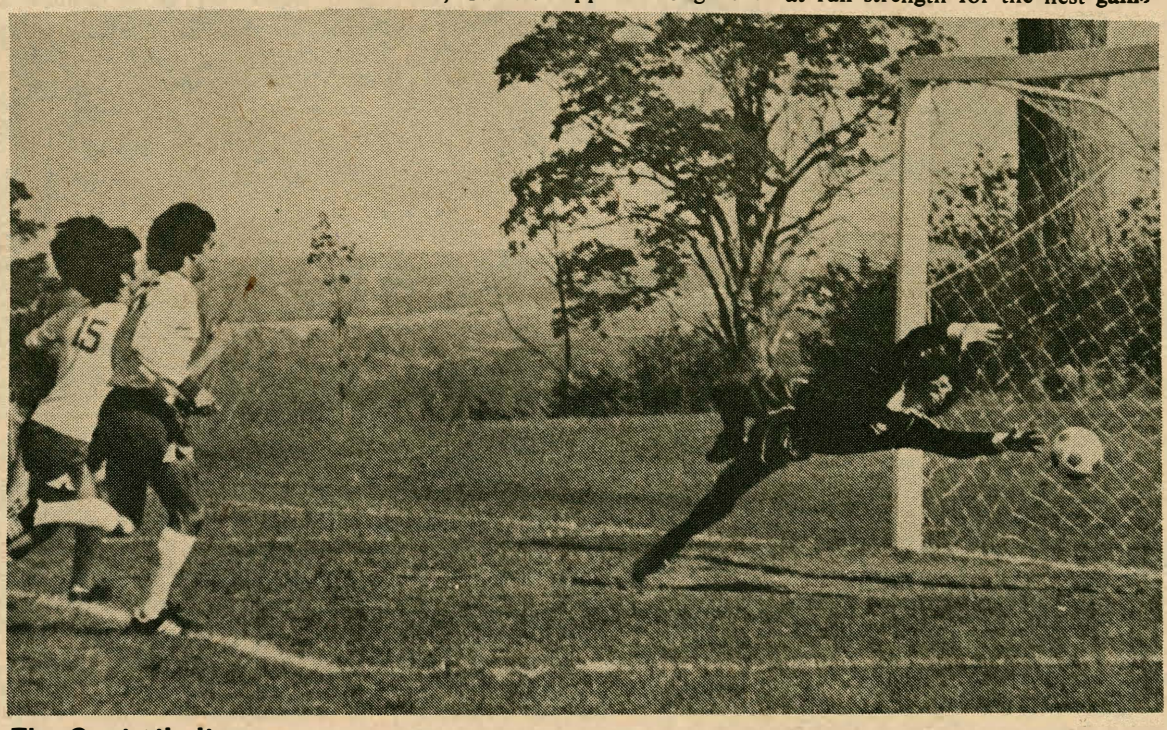
After falling behind 2-1, the Continentals came alive in the second half to force numerous R.I.T. mistakes that were not capitalize upon. "It was just one of those days where they got the breaks and we didn't," qipped Sparky Christakos.

R.I.T. opened the scoring early in the first half as a deceptive shot beat goalie Chuck Onofry high to the upper right hand corner. R.I.T. dominated the initial stage of the game while Hamilton was unable to get organized. "We were inconsistent throughout most of the game. At times we controlled all aspects of the game, but then we would fall apart and allow them to control us." observed side-lined co-captain Fred Rittner.

Hamilton finally regrouped near the end of the first half to tie the game at one all as Calbert Burkhart scored a picture-perfect goal. With Dave McKay taking the corner kick, Calbert slipped through the R.I.T. defense to head the ball past the helpless R.I.T. goaltender.

Once R.I.T. went ahead in the early part of the second half, the Continentals began to fight back. A combination of frustration and "cheap" shots by the opposition resulted in an altercation that saw Dave McKay and Tyrone Dumas ejected from the contest. At this point, the crowd came alive, the adrenaline flowed, and the Blue dominated — but the tieing goal never materialized.

Soccer Balls. . . referees let the game get way out of hand. . .Mike Radziwon and Paul Schartz should be at full strength for the nest game



The Conts tie it up

Coach Nick

by Ellen D. Scully

Coach Al Nickerson returned in mid-August from the Olympic Training Center in Colorado Springs where he spent two weeks. Chosen as an honorary trainer, he was invited by the center to work with the 1984 U.S. National Olympic Ice Hockey Team, track runners from several junior olympic organizations and the 1980 Olympic Field Hockey Team.

The Center, located in the breathtaking Pike's Peak region of Colorado, was started in the early 1970's in order to give all olympic teams a central meeting ground where training techniques could be applied in a structured atmosphere. The center is actually a converted army base where athletes live during the training periods. The duration of the program varies with the sport. Weight lifters and volleyball players remain at the center for most of the year; the Junior National Volleyball Team stays for approximately six weeks, while track runners may remain for as little as a week.

Coaches come from all over the country to combine their theories with the center's facilities, which include an astro-turf soccer field, huge training rooms and the bio-mechanic lab where trainers monitor the body weight of the athletes. The lab also includes video tape equipment; players are continually evaluated by filmed practices.

The daily schedule is naturally quite rigorous; some practice sessions begin as early as six o'clock in the morning. But the atmosphere (one in which the coaches work as hard as the players), is nothing but condusive to the ultimate goal of athletic perfection.

Such a program is costly and the center relies heavily upon contributions for financial backing. If an athlete is affiliated with a national athletic organization, his fees are paid by that organization. However, wrestlers, amateur groups and others not affiliated must pay their own way. For the duration of the training period, players are property of their coach; security at the center is tight and players are free from most every day distractions.

Coach Nickerson was able to apply his own methods to his trainees, and found that these methods are noticeably different from those of his former roommate who was also training at the center. He remarked that there is a distinguishable difference between the philosophies of his former roommate, a coach for Division I Ole Miss., and those of the coaches at Hamilton, a division III college. Clearly there is a more cut-throat ideal behind division I training methods. However, Coach Nickerson feels that from an empirical standpoint, "All athletes are the same," whether of world cup class or Hamilton origin. "They all get hurt, we treat them all the same."

Next year, Coach Nickerson hopes to be selected to run the Syracuse training program for the Sports Federation Games. He merits a lot of our support in this endevour and he shows a quiet yet enthusiastic tinge of anticipation.

Spectator Sports

Continentals Open Season

by Phil Robinson

It's a matchup that pits New England's 1979 number one passing and running attacks against one another as Hamilton and Bowdoin open their respective seasons with a 1:00 p.m. contest at Steuben Field tomorrow.

Ted Stratford came to the Hill last year promising to "throw the living daylights out of the ball" and proceeded to do just that as starting quarterback Phil Greenough and backup Fritz Minges combined to average just over 40 pass attempts per game. By the end of the campaign, despite its 0-8 record, Hamilton had earned the bragging rights to the nation's number three passing attack.

Bowdoin, on the other hand, relied almost exclusively on its ground game in 1979 running the ball 427 times, over 50 attempts per game. Led by tailback Bob Sameski, New England's top runner with an average of over 110 yards per game, and fullback Tom Sciolla, who totaled 488 yards at fullback, the Polar Bears won five of eight games.

With the return of key personnel, both teams appear to be orienting their offenses in much the same direction in 1980.

Phil Greenough is back at quarterback, along with the entire receiving corp — 6'2", 215 pound tight end Steve Brooks (42 receptions, 498 yards and 2 TD's), and split ends Dan Capone (36-591-5), Marty O'Malley (28-424-2), and the speediest of the four, Jim Taylor (9-106).

If the pre-season is any indication, the Hamilton offense should display more versatility this year; against both Mansfield State and St. Lawrence the Continentals have shown they can move the ball on the ground. Freshman Alan Schmiedicker has been particularly impressive. Last week, he broke one run for fifty plus yards. 'He has the size of a fullback, but the speed of a halfback," remarked assistant coach Joe Kacevich.

Not only does Bowdoin coach Jim Lentz have a solid one, two combination with Sameski and Sciolla, but he may have found another excellent backfield prospect in freshman Bruce MacGregor whose 30 yard scoring run helped the Polar Bears to a 10-7 preseason win over Maine Maritime. Sophomore John Theberge will get his first start at quarterback. The Bowdoin passing game is suspect especially after the loss of ECAC All-Star Dan Spears to a pre-season knee injury.

Defensively both teams have questions to answer. The verdict is still out on the Hamilton 4-3-4 alignment — against Mansfield State, the Continentals showed promise, surrendering a mere seven points, but then last week unveiled numerous weaknesses in a 43-6 loss to St. Lawrence. If Bowdoin can find replacements for three vacant spots in the defensive line, the Polar Bears might be just as good, if not better, than last year's unit which yielded only 90 points in eight games, shutting out Bates and Williams.

Hamilton has a difficult opening day assignment against a talented Bowdoin team that according to most pre-season scouting reports is gearing up for what should be one of its finest seasons in many years.

The game, a matchup between two of last year's finest small college running and passing attacks, features experience against youth — 16 of the Polar Bears 22 regulars are either juniors or seniors while the Continentals will start five freshmen and six sophomores. "The more inexperienced the player, the more pressure he's going to feel in a game situation, which in turn increases the likelihood of his making mistakes. All you can do is be patient," asserts Stratford.

Hamilton must move the ball effectively on the ground tomorrow and to maintain some semblence of ball control on offense. The defense, in each of the last two seasons, has spent too much time on the field — the wear and tear becomes obvious by the fourth quarter.

The key to victory may well be Hamilton's play on the first three

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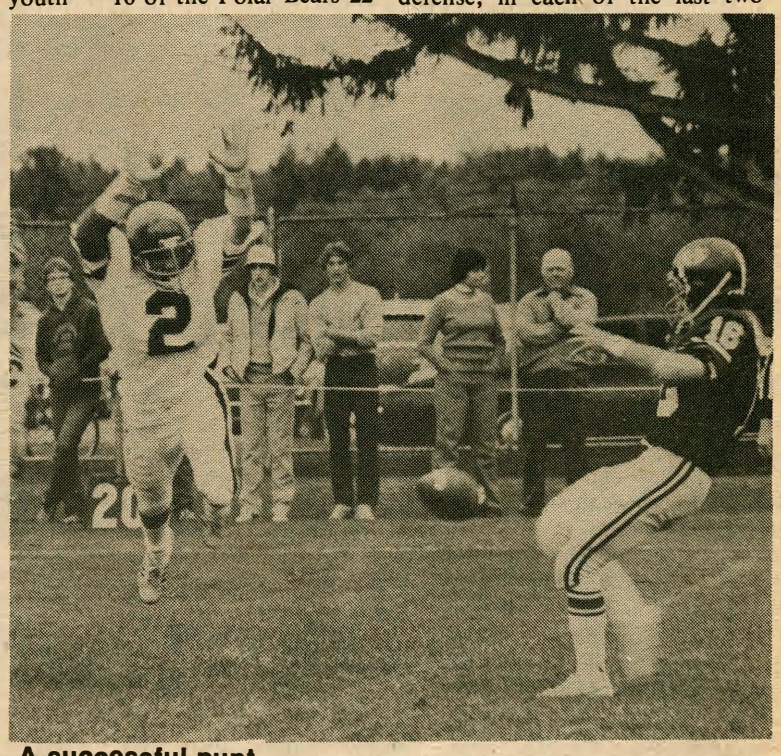

A successful punt

Women Runners Make History

by David Davis

It finally happened! After a winless '79 season and heavy training, the women's cross-country squad has finally won a dual meet. As a matter of fact, they won two dual meets, while losing one, in a quadruple meet with Albany State, Oswego, and Oneonta at Albany State on Tuesday.

The Continentals whipped Albany State, 19-52, shut out Oneonta 15-50, and were narrowly nipped by powerful Oswego, 30-26 (lowest score wins in cross-country).

Running on a "challenging-to-difficult" 5,000 meter course in ideal conditions, Sarah Grygield of Hamilton outclassed the entire field, and took the individual first place. The sophomore's time of 18:05 was 47 seconds faster than her closest competitor. Amy Gurney took fifth in 19:51, Mimi Brodeur finished seventh in 20:54, and Amy Clark came in ninth at 21:29. Led by these high places, Hamilton easily beat Albany State and Oneonta; however, because Oswego captured the third, forth, sixth, eighth, tenth, and eleventh positions, they were able to hold off Hamilton.

Not surprisingly, Coach Gene Long was extremely pleased with the results. While he praised the "conspicuous start' and the "very impressive times," Coach Long did have two reasons for this great start: "Added depth on the team, and significant improvements of times due to training." About Grygiel, Long remarked that, "it's nice to have an outstanding woman runner at Hamilton."

While Oswego may have taken the first round, Long is optimistic that Oswego will be beaten later this year when they race at Hamilton in late October.

RUNNING SHORTS: The harriers continue their season tomorrow against U. of Rochester / St. Lawrence. The men's squad also begins its 1980 campaign tomorrow against Rochester.

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Field Hockey Set

by Craig Parles

The Women's Field Hockey team defeated Mohawk Valley Community College 3-2 in a scrimmage last Tuesday at Hamilton. The Continentals looked much better in this outing than they did in their first scrimmage which they lost to SUNY Morrisville. In Tuesday's scrimmage Vicki Venzel opened the scoring early in the first half. MVCC tied the score at 1-1 early in the second half, but goals by Kim Swank and Freshman Jenny St. Clair put Hamilton on top for good.

Coach Sue Spencer was quite impressed with the team, which she said showed hustle and enthusiasm. Spencer was also glad to see the attack learning to play well together, an accomplishment she attributes to the women's abundance of hard work.

Spencer was also impressed with the play of sophomore goalie Judi Alperin. Behind her strong performance against MV, Judi earned the starting spot in the goal when Hamilton begins its regular season on Saturday at the University of Rochester.

In Rochester, the Continentals will be facing a very strong opponent. After that, however, things get even tougher as Hamilton hosts Oneonta and Hartwick, two perennial Division II powers. Coach Spencer feels strongly that if the team can win one of these first three games, the team should be on its way to a successful season.

Spencer is hoping that three of the team's returning starters, Amy Boyd, Vicki Wenzel, and Vici Yelton, along with newly chosen team captain Alice Blondin (a three-year varsity player) can act as a settling influence to the young team until the freshmen gain the experience necessary for sound team play. Along with these veterans, there will be at least four freshmen in the starting lineup on Saturday. They include forward link Betsey Graham, forward Jenny Strawbridge, fullback Karolyn DeLuca, and wing Tracy Hamlin.

In talking with the players, it is obvious that the team is enthused about the upcoming season. Says sophomore starter Vicki Wenzel, "We have a lot of talented people, and if we all work hard, we will have a really good team."

Starting fullback Vici Yelton had similar feelings in her comment, "If we play well as a team, we should really have a strong season."

The team's first home game will be this Monday against Oneonta with upcoming home games on September 24 against Hartwick.

Field hockey ready to begin season Saturday

Out of the Blue

The Glory Years

by Larry Goldfarb

Hamilton football has not had a winning season in more than a decade. In fact, they haven't fielded a competitive team since midway through the 1970 season.

"The program dropped off dramatically after the 1970 season," said John Pitarressi, a member of the football team at Hamilton in the late 60's and now a sportswriter for the Utica Daily Press. "When I came to Hamilton in 1966, we had a winning team 15 out of the last 17 years. Even when we lost, the games were always close and exciting."

Hamilton began its winning tradition that extended more than a quarter of a century in 1940, with the hiring of Coach Forest Evashevski, graduate of the University of Michigan. Even though he only coached the Continentals for one year, Evashevski laid the groundwork for great Hamilton teams. Milt Janone, the top rusher in Hamilton history gaining 710 yards in 7 games and scoring 17 touchdowns, came out of this era.

This tradition continued under Don Jones. Following the War, Jones put together a squad that was to have winning seasons throughout the 50's and go undefeated in 1958. "Those teams became accustomed to winning," said Pitarresi. "We also didn't play that many tough teams. We used to beat U of R and Colgate regularly and kill Middlebury. It got to a point where we would try to guess the winning margin."

The 1967 season marked the last winning campaign for Don Jones. Hamilton hasn't seen a winner since. "We lost our opening game to U of R," said Pitaressi "and then we just didn't lose." The Continentals finished the season 6-1.

Pitaressi recalled the most memorable game of that season. "It was alumni day and were trailing St. Lawrence 34-12 in the fourth quarter. I was back receiving a kick off and the crowd was giving us a standing ovation. I couldn't believe it. We took the ball down and scored three times and beat them. It was an incredible game."

Throughout this era of winning, Hamilton had a strong defense and relied on trick plays for its offense. While this tactic worked for a long time, opponents were getting bigger and faster. Most importantly, college football at all levels began to demand larger squads. In the late 50's, 40 players amounted to a big program. In the late 60's, that number almost doubled. Amherst, Williams and especially Middlebury developed larger, more extensive teams. Hamilton did not.

The death of Hamilton football occurred, according to Pitaressi, at home against Middlebury in

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